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ABSTRACT

This report contains evaluations of various phases of the Vocational Exploration in the Private Sector Program (VEPS). (VEPS is designed to provide youth with exposure to jobs available in the private sector through observation of such jobs, instruction, and, if appropriate, limited practical experience so long as the participant does not contribute to additional sales or profits of a private-for-profit organization.) The first evaluation is a preliminary analysis of the 1979 summer component of the Vocational Exploration Demonstration Project. The 1978 Summer Vocational Exploration Program is examined in the second evaluation. The third report provides a comparison of impact of the pilot and second experimental years of VEPS during the years 1972-1973. A longitudinal impact assessment of the 1971-1972 VEPS constitutes the fourth section. Topics covered in the individual evaluations include an introduction and overview of the given program, description of the evaluation design, assessment of program operations, and outcomes. (Related youth knowledge and development reports are available separately through ERIC--see note.) (MN)

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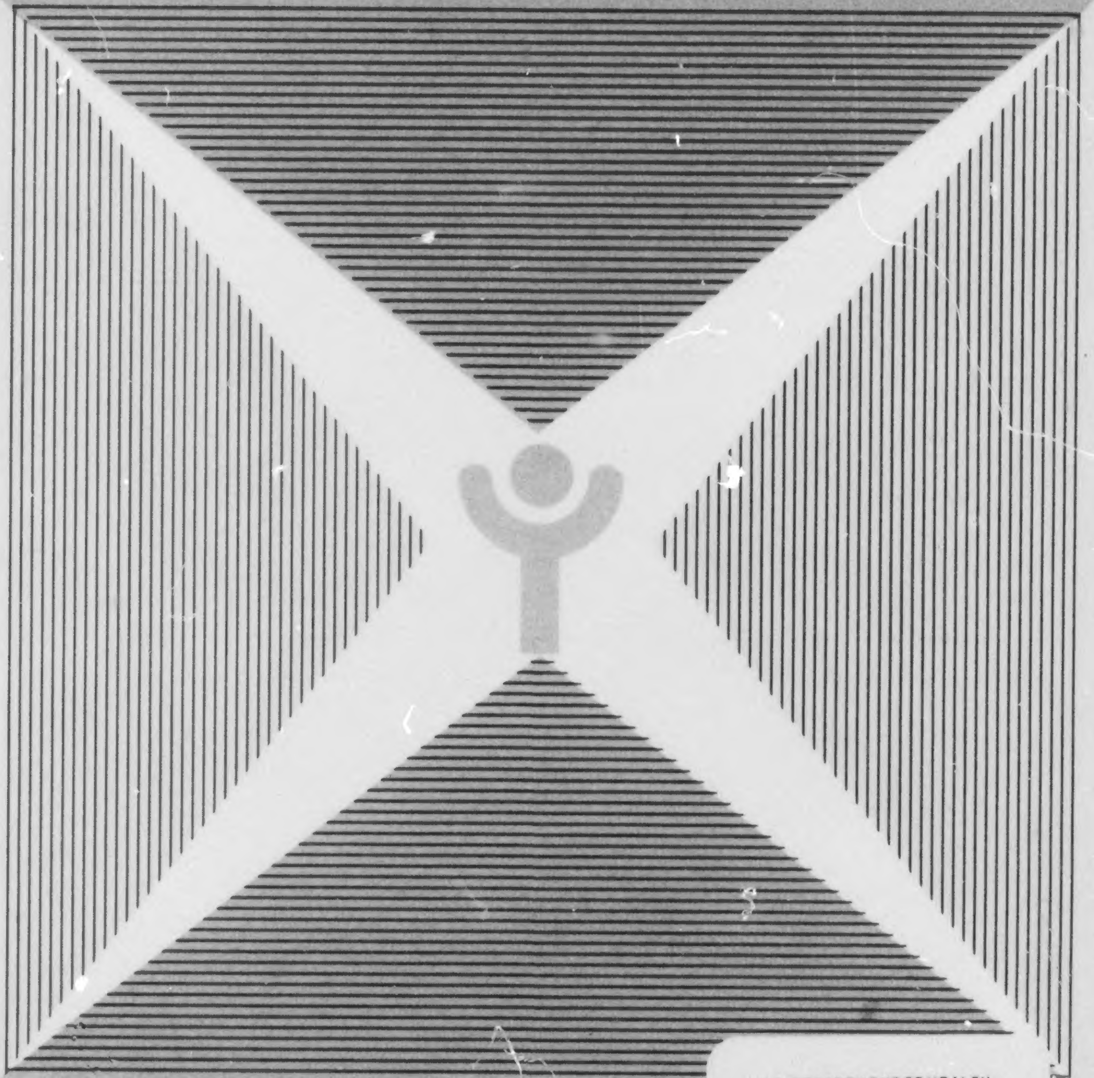
YOUTH KNOWLEDGE DEVELOPMENT REPORT

PRE-EMPLOYMENT AND TRANSITION SERVICES
Vocational Exploration—Interim Findings and Background



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YOUTH KNOWLEDGE DEVELOPMENT

REPORT 6.1

VOCATIONAL EXPLORATION--INTERIM FINDINGS AND BACKGROUND

ST. LOUIS UNIVERSITY

MAY 1980

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OVERVIEW

The ultimate aim of employment and training programs for youth is unsubsidized placement in a good job. As is so frequently noted, four of five jobs are in the private sector. Many economically disadvantaged youth who enter CETA have never held an unsubsidized job. They lack the network which eases the transition into the labor market. With limited work experience, usually concentrated in public sector youth programs, they may not know what to expect or what is expected of them.

For these reasons, private sector exposure and experience makes obvious sense as a way to help youth at the labor market threshold. On-the-job training and direct placement are the most obvious routes, but in the early 1970's a new approach called the Vocational Exploration in the Private Sector or VEPS was developed. Under VEPS, according to current CETA regulations, youth may be exposed "to jobs available in the private sector through observation of such jobs, instruction, and, if appropriate, limited practical experience.") VEPS must include a detailed curriculum to assure that any work is a learning experience. The youth are intended to work only so long as they are in a learning mode: in other words, under VEPS the participant cannot contribute to additional sales or profits of a private-for-profit organization.) In other words, VEPS includes short-term "try-out" employment experiences which last only until the youth proves productive, rotational assignments which expose youth to multiple jobs, career exploration in the classroom and with private sector involvement through field trips and lectures by businessmen or union representatives, and training in basic skills required on the job, presumably linked to the above activities.

Such activities are intuitively appealing and have been encouraged under the regulations for youth programs. There have been several experimental programs testing the effectiveness of VEPS as well as several technical assistance guide to aid in implementation. Nevertheless, VEPS has only limited utilization. Less than 2 percent of total enrollments in youth programs under CETA are in VEPS components. It is difficult to secure private sector experiences and at the same time to assure that the work will not contribute to productivity. It is also difficult to involve the private sector in an active way other than as a site for field trips. The public and nonprofit sector orientation of the delivery agents also may go against the grain of VEPS. In fact, the preponderance of vocational exploration programs in the country are those supported with direct national funding under the guidance of the National Alliance of Business and the AFL-CIO's Human Resource Development Institute.

In practice, VEPS is a diverse mixture of activities. At the one extreme, VEPS has been used as a rationalization for subsidizing private sector work experience. There is really no way to determine when a youth is contributing to output and profits, and there is little enforcement. Moreover, where a match is achieved under a rotational program and the youth is successful, both the youth and the employer are likely to want the assignment to continue, and will likely get a friendly ear from the program operator because of the promise of placement into unsubsidized employment. At the other extreme, what is called VEPS in some sites is simply a basic life skills or job search activity with a sprinkling of private sector involvement, such as one or two field trips to employer settings. VEPS has also been implemented as a summer component, an in-school and an out-of-school component. Obviously, the transitional impacts are different when participants are in school or returning to school than when they are already available for half-time continuing labor market participation.

The potential impact of VESP will, of course, vary depending on the specific mix of activities. If VEPS is, in reality, "try-out" employment, then it must be judged relative to public and nonprofit sector employment in terms of the differential impacts of private vs. public sector work experience (presumably because of the greater discipline and "realism" in the former) and the transitional impacts (presumably because there are more jobs at the end of the line in the private sector). If the activity is a true rotational experience, there will be less impact on either transition or learning about the nature of "real" employment because the participants will not be integrated into the employment structure; rather, the benefits should broaden knowledge of the world of work and improve career choice. To the extent VEPS emphasizes classroom activity, its impact on knowledge of work mores and expectations will probably be reduced; certainly the transitional potential is less. Depending on the focus, under the classroom approach, participants may experience a much greater number of careers than under the rotational approach because logistical arrangements are less challenging; they may do better in learning job seeking and job application skills or else basic life skills which can be acquired cognitively. In classroom oriented VEPS, private sector involvement which makes the activity different from regular transition services is difficult to define and may rather be the result of the choice of delivery agents than the composition of services. One would expect a summer or year-round VEPS for graduates or dropouts to have a measurable transitional impact. For students in the summer or for juniors in high school the results are more likely to be delayed, the result of cumulative developmental changes. Cognitive gains must be greater for the latter group if VEPS is to have transitional impact.

Finally, there is the fundamental analytical question of how productivity will be treated in assessing the comparative benefits and costs of VEPS and its different components. Where VEPS emphasizes "try-out" employment, it must be compared to work in the public or nonprofit sector where some useful social output is produced, offsetting the costs. By definition, VEPS participants are not to contribute to additional sales or profits. If this means that output cannot be increased, then presumably more resources will be used in supervising and providing a setting for the try-out than will be produced by the youth. If the profit standard is used, this means that the product of the participant will not be enough to provide "surplus value" or profit but may equal the wages paid and costs of employment. If neither standard is enforced--as is frequently the case in real life--then the youth may actually produce in excess of the costs of employment to the employer (which does not include wages that are paid from CETA); however, this output cannot be considered a social product on equal standing with that produced by a public or nonprofit sector employee since all of society does not benefit. Obviously, under rotational VEPS there is much less production than with try-out employment, while in classroom experiences, there is no product. Where the useful social product of VEPS is counted as zero, then the in-program and post-program impacts on participants must be significant to justify VEPS relative to traditional public sector work experience.

Given the multiplicity of activities and approaches under the vocational exploration rubric, and the variation in expected outcomes related to each of these activities and approaches, it is no wonder the evaluation literature on VEPS is mixed in its findings. The aggregate impacts depend on the aggregate mix of emphases under local VEPS efforts, as well as the quality of these activities.

The volume illustrates the problems in evaluating VEPS but also provides the foundation for the Vocational Exploration Demonstration Project mounted under YEDPA which seeks to control quality, activities and enrollments adequately to get a true picture of VEPS' potential impact both absolutely and relative to more traditional work experience and transition activities. Included are the evaluations of the 1971-1973 VEPS demonstrations, the large-scale summer demonstration mounted in fiscal 1978, and the results of the start-up summer component of the new Vocational Exploration Demonstration Project.

All these studies provide documentation of positive impacts, but the picture is very mixed. The most significant positive findings are for the in-school year-round version of VEPS. Summer VEPS produces some gains in work attitudes and awareness relative to participants in the regular summer program, but the VEPS 1978 program was largely focused on youth who returned to school, so that little transition effect was expected nor was it measured. The VEDP results for the first summer indicate very limited cognitive gains, and no control group methodology was yet in place to assess transition impacts. Further, the first summer results of VEDP do not yet permit a determination of the types of impacts of different VEPS approaches or the relative benefits to different groups, although the previous studies would suggest that females will probably benefit most. In other words, the volume is important for background but not in resolving the basic policy questions which must await full operations of VEDP. It should be noted that many of the VEDP sites were those in previous studies, i.e. they had years of experience with the VEPS approach. There is no doubt that the current VEPS projects are of a very high caliber and they will test the potential of VEPS under ideal circumstances.

This volume is one of the products of the "knowledge development" effort implemented under the mandate of the Youth Employment and Demonstration Projects Act of 1977. The knowledge development effort consists of hundreds of separate research, evaluation and demonstration activities which will result in literally thousands of written products. The activities have been structured from the outset so that each is self-standing but also interrelated with a host of other activities. The framework is presented in A Knowledge Development Plan for the Youth Employment and Demonstration Projects Act of 1977, A Knowledge Development Plan for the Youth Initiatives Fiscal 1979 and Completing the Youth Agenda: A Plan for Knowledge Development, Dissemination and Application for Fiscal 1980.

Information is available or will be coming available from these various knowledge development efforts to help resolve an almost limitless array of issues. However, policy and practical applications will usually require integration and synthesis from a wide range of products, which, in turn, depends on knowledge and availability of these products. A major shortcoming of past research, evaluation and demonstration activities has been the failure to organize and disseminate the products adequately to assure the full exploitation of the findings. The magnitude and structure of the youth knowledge development effort puts a premium on structured analysis and wide dissemination.

As part of its knowledge development mandate, therefore, the Office of Youth Programs of the Department of Labor will organize, publish and disseminate the written products of all major research, evaluation and demonstration activities supported directly by or mounted in conjunction with OYP knowledge development efforts. Some of the same products may also be published and disseminated through other channels, but they will be included in the structured series of Youth Knoweldge Development Reports in order to facilitate access and integration.

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The Youth Knowledge Development Reports, of which this is one, are divided into twelve broad categories:

1. Knowledge Development Framework: The products in this category are concerned with the structure of knowledge development activities, the assessment methodologies which are employed, validation of measurement instruments, the translation of knowledge into policy, and the strategy for disseminating findings.

2. Research on Youth Employment and Employability Development: The products in this category represent analyses of existing data, presentation of findings from new data sources, special studies of dimensions of youth labor market problems and policy analyses.

3. Program Evaluations: The products in this category include impact, process and benefit-cost evaluations of youth programs including the Summer Youth Employment Program, Job Corps, the Youth Adult Conservation Corps, Youth Employment and Training Programs, Youth Community Conservation and Improvement Projects, and the Targeted Jobs Tax Credit.

4. Service and Participant Mix: The evaluations and demonstrations summarized in this category concern the matching of different types of youth with different service combinations. This includes experiments with work vs. work plus remediation vs. straight remediation as treatment options. It also includes attempts to mix disadvantaged and more affluent participants, as well as youth with older workers.

5. Education and Training Approaches: The products in this category present the findings of structured experiments to test the impact and effectiveness of various education and vocational training approaches including specific education methodologies for the disadvantaged, alternative education approaches and advanced career training.

6. Pre-Employment and Transition Services: The products in this category present the findings of structured experiments to test the impact and effectiveness of school-to-work transition activities, vocational exploration, job-search assistance and other efforts to better prepare youth for labor market success.

7. Youth Work Experience: The products in this category address the organization of work activities, their output, productive roles for youth and the impacts of various employment approaches.

8. Implementation Issues: This category includes cross-cutting analyses of the practical lessons concerning "how-to-do-it." Issues such as learning curves, replication processes and programmatic "batting averages" will be addressed under this category, as well as the comparative advantages of alternative delivery agents.

9. Design and Organizational Alternatives: The products in this category represent assessments of demonstrations of alternative program and delivery arrangements such as consolidation, year-round preparation for summer programming, the use of incentives and multiyear tracking of individuals.

10. Special Needs Groups: The products in this category present findings on the special problems of and adaptations needed for significant segments including minorities, young mothers, troubled youth, Indochinese refugees and the handicapped.

11. Innovative Approaches: The products in this category present the findings of those activities designed to explore new approaches. The subjects covered include the Youth Incentive Entitlement Pilot Projects, private sector initiatives, the national youth service experiment, and energy initiatives in weatherization, low-head hydroelectric dam restoration, windpower and the like.

12. Institutional Linkages: The products in this category will include studies of institutional arrangements and linkages as well as assessments of demonstration activities to encourage such linkages with education, volunteer groups, drug abuse and other youth serving agencies.

In each of these knowledge development categories, there will be a range of discrete demonstration, research and evaluation activities, focused on different policy, program and analytical issues. For instance, all experimental demonstration projects have both process and impact evaluations, frequently undertaken by different evaluation agents. Findings will be published as they become available so that there will usually be a series of reports as evidence accumulates. To organize these products, each publication is classified in one of the twelve broad knowledge development categories, described in terms of the more specific issue, activity or cluster of activities to which it is addressed, with an identifier of the product and what it represents relative to other products in the demonstration. Hence, the multiple products under a knowledge development activity are closely interrelated and the activities in each broad cluster have significant interconnections.

Because of the commonalities between VEPS and other transition services, this volume should be assessed in conjunction with others in the "pre-employment and transition services" category, particularly *School-to-Work Transition Services -- The Initial Findings of the Youth Career Development Program* and *Job Search Assistance -- Survey and Experimental Results*. Likewise, the impacts of private sector vs. public sector work experience are presented in *A Comparison of Public and Private Sector Worksites -- An Interim Report* in the "youth work experience" category.

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Administrator
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THE VOCATIONAL EXPLORATION DEMONSTRATION PROJECT: A PRELIMINARY ANALYSIS OF THE 1979 SUMMER COMPONENT

Brian P. Nedwek, Ph.D.
J. Terence Manns
E. Allan Tomey

I. INTRODUCTION AND OVERVIEW OF VEDP

The Center for Urban Programs at Saint Louis University (SLU/CUP) is under contract to the Office of Youth Programs, U.S. Department of Labor (OYP/DOL) to undertake a process and outcome assessment of the experimental Vocational Exploration Demonstration Project (VEDP). This effort is a modification and extension of a planning contract (No. 99-9-2037-33-11) under whose aegis the VEDP program was conceived, planned and operationalized. This section of the report will describe the VEDP concept and program: the nature of the cooperative relationship among OYP/DOL, the National Alliance of Business (NAB), the Human Resources Development Institute (HRDI) of the AFL-CIO, and SLU/CUP; and the specific nature of the research and assessment responsibilities of SLU/CUP.

The Vocational Exploration Demonstration Project

Observers of youth employment and training programs suggest that vocational exploration is an amorphous educational and motivational experience through which youth gain increased "transitional readiness" for the world of work. This transitional readiness is said to result from:

(1) Learning about the world of work;

(2) Becoming acquainted with different occupations, jobs and career opportunities; and

(3) Acquiring knowledge, information, positive attitudes, behavior, and a broader perspective about one's future.

However, a recent synthesis of youth programs has noted that "despite over 17 years of public experimentation with employment and training programs for youth, our knowledge of what works best for whom is at best sketchy and at worst non-existent."[1]

The VEDP is a discretionary funded vocational education youth program which aims (1) to examine the relationships, in a variety of vocational exploration program models, among the people served, the program activities and services, the impacts, and environmental factors; (2) to compare summer and non-summer vocational exploration efforts; (3) to compare a vocational exploration experience over a twelve-month period with similar activities and services offered for shorter periods of time; and (4) to investigate the effects of vocational exploration programs upon the attitudes and institutional behavior of business and organized labor.

This special demonstration project involves analysis of various vocational exploration program designs to determine what works for whom, when, where, why and how. The operations and results of several different program models are researched and compared in terms of relative efficiency, effectiveness, and impact.

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[1] Garth Mangum and John Walsh, Employment and Training Programs for Youth: What Works Best for Whom? A Report to the Office of Youth Programs, Employment and Training Administration, U.S. Department of Labor, May, 1978, p. 1.

The purpose of VEDP was to assist enrollees cognitively, affectively and in transitioning from the program.

The VEDP--cognitively--focused on helping youth learn about the types and characteristics of different jobs and occupations, the role of unions, physical and psychological working conditions, entry level requirements, skills and/or credentials needed, how much the jobs pay and their employee benefits, promotional opportunities, career ladders and potential for occupational growth, the material and non-material rewards of working, the availability of jobs, personnel policies and practices, and how to find, get and keep work.

Second, the project--affectively--sought to inculcate participants with positive work habits, attitudes and behavior patterns such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, accepting instruction from supervisors, and assuming responsibility. The VEDP also concentrated on developing motivation among the program youth, assisting enrollees in gaining an improved self image and achieving greater self awareness, helping participants in understanding the world around them and their place in it, and obtaining effective interpersonal relations skills.

Third, program activities and services were directed toward the attainment of positive post-program opportunities and objectives for each youth. This transition process is extremely important because it can provide enrollees with a forward momentum on which to build, give them a sense of achievement and a feeling of confidence, and, most of all, impart the positive belief that personal progress is possible.

Finally, vocational exploration was not seen as an end in itself, but rather as a "stepping stone" activity. Participation in a vocational exploration program involves the enrollee in a transitional process of growth and decision making. Such exposure is directed toward fostering appropriate attitudes, understanding, and appreciation of what is needed to successfully move from school to work and compete in the job market. Enrollees need to be made aware of their own characteristics, needs, and abilities to help them formulate realistic world of work and occupational expectations. In addition the program attempted to instill an increased sensitivity to and awareness of the realities of their own personal options, and to motivate youth to acquire the education, training and skills required to move from where they are now to where they want to be.

VEDP Summer 1979 component operated in sixteen sites across the country and tested four basic program strategies for providing a vocational experience for youth. The program was implemented in the summer of 1979 and ran through the 1979-80 academic year; summer 1980 extensions will operate in two of the sixteen sites.

Each of the fifteen program operators implemented a specific program design based on the four models--Onsite Exposure, Vocational Exposure-Laboratory, Eclectic Exposure, or Multi-Modal.

The On-site Exposure Model (Type A) operated in New Orleans, Omaha, Pittsburgh, and Tacoma. The Vocational Exposure-Laboratory model (Type B) operated in Allentown, Atlanta, and Lansing. The Eclectic Exposure model (Type C) was conducted in Kennebunkport, Memphis, and San Francisco, while the Eclectic Exposure model (Type D) was implemented in Akron, Colorado Springs, Duluth, Haverhill, Helena and New York City. Extension models (Type E)--applicable only to the Fall in-school cycle--were conducted in New Orleans and Colorado Springs. This last model will extend through the summer of 1980. Brief descriptions of these intervention strategy models are given below. A complete description of each of the program models may be found in the VEDP Operations Guidelines Manual prepared by OYP/DOL.

Each of the local programs will have three components--one serving the In-School Youth, another serving Out-of-School youth, and a third, offered during the summer for both In-School and Out-of-School youth. (It is this last component which is discussed in this report.) A detailed plan for implementation was required in advance from each operator, including written curricula and scheduling arrangements. Within each of the local sites, all youth received the same mix of activities and services called for by the specific program model being operated.

In order to reduce the number of research variables and facilitate the comparison of multi-dimensional program types operating in different sites, the four program models, while different in their main program delivery strategies, had many elements in common. These common items included: program purpose; client eligibility; outreach and recruitment; application, eligibility determination and verification; list compilation, randomization and referral; assessment for selection and selection; pre-program survey and step locator; program orientation; assignment of youth to staff person; brief orientation to world of work; individual enrollee plan; activity and service assignment; counseling; coping skills workshop; educational enrichment; supportive services; job development/placement and assistance in securing post program opportunities; post-program survey and termination data collection format; and, occupational controls.

Onsite Exposure (Type A)--This model achieved occupational exploration through youth placement at a private or public (if necessary) sector employer's place of business for worker shadowing, job/task observation and rotation, and limited practical--"hands-on"--experience. This included exposure to a wide variety of jobs in many industries, but focused on a few careers within specific industries.

Worker shadowing allowed the youth to observe the duties and responsibilities of a regular employee, while job/task observation permitted enrollees to learn about the characteristics, functional aspects and operating conditions of different types of work. Observation and shadowing of any one employee, job or task was limited because these activities are unable to hold the participant's interest over a period of time, and thus lose their educational value. Short term, practical "hands on" experience let enrollees learn how to perform certain tasks, get a fuller appreciation of the job as it is done in the real world, and achieve a greater sense of accomplishment. Situations that had program participants "working" with regular, full-time employees for short periods of time involved the employer's work force in the vocational exploration process; such circumstances allowed "co-workers" to teach youth about the skills of the trade and the related formal and informal norms of the workplace in the way that most workers learn their livelihood--on-the-job.

Rotation made worker shadowing and job observation more interesting, gave youth a greater variety of exposures, and kept the practical, short-term, "hands on" activities from becoming work experience in the private sector and violating the prohibitions against increasing an employer's profitability or productivity. Enrollees may have rotated within one large organization or company or shifted among various worksites at different employers to obtain the broadest possible program experience.

This model was designed to provide 400 total hours of service to each of 180 participants in three cities. Of the 400 hour curriculum, a maximum of 15% of time was spent in Eclectic Exposure activities (see Type C). The remaining hours were spent in onsite exposure activities.

Vocational Exposure - Laboratory (Type B)--Vocational Exposure - Laboratory is occupational exploration through classroom activities--"survey style" vocational training, limited skill instruction and simulated or "laboratory" mock up work--usually conducted at union trade instruction institutions, vocational schools, skill training centers, or community colleges. Real and simulated job experiences provided a catalyst for self and vocational exploration. Since the Vocational Exposure - Laboratory model carried with it the essential partnership of classroom activities and simulated or mock up experiences and episodes, local operators had to focus on both of these areas in designing and implementing their programs and curricula. Addditionally, care had to be taken by local operators in formulating and operating classroom and simulated activities which aimed to develop understanding of occupations and the world of work in general, rather than to teach specific job skills.

Type B programs therefore had to make sure that classroom sections entailed active and involved interaction between instructors and enrollees, as opposed to the "classically" straight imparting of material in the more traditional educational setting. Simulated activities generally took place through structured laboratory situations, problem solving exercises, or combinations of these two methods.

The curriculum of a Type B program focused specifically on vocational exploration, and to that extent differed significantly from the substance, content, process and procedures found in the average occupational skill competency development course designed to make students proficient in the performance of particular jobs. This model included exposure to a wide variety of jobs in many industries but focused on a few careers within specific inductries.

This program model provided 320 total hours of service to 216 participants in each of three cities. Of the 320 hour curriculum, a maximum of 15% of the time was spent in Eclectic Exposure activities (Type C). The remaining hours were spent in classroom and simulation activities.

Eclectic Exposure (Type C)--Eclectic Exposure is occupational exploration through a multiple process approach combining several basic elements in an intervention strategy. The combination of these various building blocks was the main service delivery mechanism through which vocational exposure was accomplished. Enrollees were involved in a range of activities founded on people-oriented interaction, world-of-work encounters, examination of jobs and careers, creative expression, verbal and non-verbal experiences, achievement of personal awareness, and multi-media focusing on the realities of the labor market. Type C is an eclectic combination of program offerings including the following:

1. Field trips, visits and tours focusing on the occupations seen, their entry requirements and growth potential, and the causal relationships between the jobs and the process of production;
2. Films, speakers, panel discussions, and seminars;
3. Presentation of occupational and vocational information including the use of computerized career information systems such as MOIS and CVIS;
4. Orientation to the local labor market, including

information on how it works and data on presently available and predicted future openings;

5. Instruction on how to find, get, and keep a job;
6. Instruction on how to advance a career after entry into the labor force;
7. Presentations on business and the private enterprise system, the labor movement and the collective bargaining system, labor-management issues and practices, and the social security system;
8. Discussion of the relationship between school and work;
9. Sessions on ethnic history and heritage and understanding social and cultural milieus; and
10. Sessions on survival skills, especially those related to employment.

A full Eclectic Exposure program model was probably the most difficult of the four VEDP types to design, and certainly required the most local ingenuity. Commonality, in the absence of any major curriculum strategy such as onsite exposure or vocational exposure - laboratory, was hardest to achieve among the Type C programs. No one quintessential C was formulated, nor was one even ever anticipated up-front by the designers of VEDP.

This program model provided 320 total hours of service to 216 participants in each of three cities. Of the 320 hour curriculum which each enrollee received, 100% of the time was spent in Eclectic Exposure activities. In no instance were

Type C activities to consist of onsite placement of an enrollee at an employer's place of business, or skill instruction at a union trade instruction institution, a vocational school or skill training center.

Multi Modal (Type D)--This model provides for the operation of various mixtures of the three basic types described in the preceding sections. The activities for Type D include onsite exposure, vocational exposure - laboratory, and eclectic exposure models.

This intervention strategy provided 400 total hours of service to each of 180 participants in each of four cities. The four Type D programs included the following combinations:

A/B - Onsite Exposure and Vocational Exposure - Laboratory
A/C - Onsite Exposure and Eclectic Exposure
B/C - Vocational Exposure - Laboratory and Eclectic Exposure
A/B/C - Onsite Exposure, Vocational Exposure - Laboratory, and Eclectic Exposure

In programs A/C, B/C and A/B/C, the 400 hour curriculum was equally split between or among the main activities. For program A/B, the main activities were split equally but with 15% of time available for Eclectic Exposure activities. Each Type D program included exposure to a wide variety of jobs in many industries and focused on a few careers within specific industries.

Extension (Type E)--In this model youth enrolled in the In-School (Fall) component will take part in a sequence of program activities extending over a twelve-month period and will receive a total of 800 hours of service. Extension is a 15-month model because the In-School component encompasses the summer of 1980.

The Extension model will operate in three cities serving 180 youth each. One city will operate an extended onsite exposure (Type A) program and two cities will operate an extended A/B/C Multi Modal (Type D) program. Type E will provide 400 total hours of service to enrollees in the Out-of-School and Summer components.

This model will permit In-School youth to explore a variety of different occupations on a general basis for the first 400 hour block, and then provide a more intensive look at two to five types of careers for the second 400 hour block. Every enrollee in the Out-of-School and Summer components will also receive an opportunity to do some general and specific exploration. The guidelines pertaining to Types A and D are operative for the Extension programs.

In Summary

VEDP is an employment and training modality which entails detailed exposure to the workings and realities of the labor market. Program enrollees, by a variety of means, are involved in a series of experiences which focus on learning about and understanding the world of work, its occupational and career particulars, its functional milieu, and its operative code of behavior. Vocational exploration may take the form of limited skill instruction conducted in survey fashion, but such activity serves the larger purpose of providing a vehicle whereby youth range over various occupations, discover different facts about them, and examine them in some careful detail.

VEDP utilizes program transition as the carefully planned final step of a program intervention strategy that seeks to impact a youth in the cognitive and affective realms as well. A youth may indeed move from participation in a vocational exploration program to further schooling or training, entrance into another employment and training program or military service, return to school, entrance into an apprenticeship program or obtaining unsubsidized employment. Thus, in its various formats under the VEDP, vocational exploration may well be used as a labor exchange, a pre-employment screening device or mechanism, a selection process, and/or a probation period for potential new employees.

What is pivotal, though, is that vocational exploration as the employment and training modality embodied in the Vocational Exploration Demonstration Project, has the tripartite purposes of assisting enrollees cognitively, affectively and in transitioning from the program.

The key point to remember is that the goals of the VEDP--cognitive, such as increased knowledge about the world of work and its range of careers, affective, such as better understanding of and adherence to the generally prevalent code of job behavior, and improved self concept and interpersonal relations skills, and transition, such as moving from the program to an unsubsidized job or other opportunity that helps the enrollees' forward progress--are the same for *all five* of the program types. The adjunct services--counseling, supportive services, educational enrichment, job development and assistance in securing post program opportunities, and coping skills workshop (usuable at local option)--are the same for *all five* of the model types.

The differences lie in the main program service and activity delivery plans and structure employed by each model type. *All five* types of local programs seek to impact each enrollee cognitively and affectively, and to work to ensure that each participant is *transitioned* from the program to that situation most appropriate for him or her. Each program curriculum, regardless of its prototype designation, contains the substance and procedures to attain the three major program goals.

Although the means may have varied across the various local programs of the VEDP, the ends--meaningfully impacting each youth in the cognitive, affective, and transition realms--are the same. Program curriculum and intervention strategies are planned to achieve these goals. Adjunct services are also applied to attain these objectives.

VEDP has, since its inception, been a vital, dynamic, and constantly evolving program, involving a hectic and often frenetic pace. Such is necessary to achieve the ambitious overall objectives, outcomes and products sought by all parties involved in the project. The potential benefits of the Vocational Exploration Demonstration Project--the definition, development and refinement of an employment and training program modality--would seem to more than justify the effort and expenditure involved.

Responsibilities of the Cooperating Organizations

The VEDP involves a partnership among four organizations in the planning, implementation, and research activities of the program.

The Office of Community Youth Employment Programs (OCYEP) of the United States Department of Labor (DOL), Employment and Training Administration (ETA) serves as the general manager of the project providing on-going guidance, assistance and involvement during the total period of the demonstration effort.

The St. Louis University Center for Urban Programs (SLU/CUP) is under contract with the Department of Labor to develop and administer the research design and methodology. SLU/CUP is also responsible for process monitoring, assessment and evaluation, and the collection and analysis of data. Field staff have been hired to assist in these functions.

The National Alliance of Business (NAB) and the Human Resources Development Institute (HRDI) AFL-CIO have jointly contracted with the Department of Labor for the administration of the overall project. At the national level this includes the establishment of administrative systems, technical assistance, fiscal management and compliance monitoring. NAB/HRDI will also take the lead role in determining employer and labor institutional and attitudinal changes. A National Vocational Exploration

Project Contract Center has been established. The local NAB and HRDI representatives assist program operators in all phases of the program and took the lead role in facilitating the involvement of business and organized labor, especially during the early planning stages of the program.

Sixteen sites have been selected to operate the various program models. Each local program individually subcontracted with the National VEP Contracting Center on the basis of a program proposal submitted to NAB/HRDI.

Responsibilities of SLU/CUP

SLU/CUP has singular responsibility for the design, implementation and analysis of a research plan having two main thrusts. The major effort is directed at collecting and analyzing data on and about program enrollees as they enter, move through, and exit the demonstration programs. Follow-up activities are conducted at three and eight month intervals following program close-out. This activity is a massive data collection effort involving numerous forms and interviews for each of approximately 3,000 youth, culminating at an estimated 78,000 data cards of information.

The second major thrust is an organizational assessment of the program operation seeking answers to the questions what, how and how well was the demonstration project implemented. Operationalization of this thrust relied heavily upon program monitors hired in each of the sixteen sites and upon frequent field visits by SLU/CUP personnel.

Complete specification of the responsibilities and activities of SLU/CUP may be found in Section II of this report, Research Design.

II. EVALUATION DESIGN

The evaluation and research effort of the VEDP program has four main objectives:

(1) To examine the relationships, in a variety of vocational exploration models, among the people served, program activities and services, the results, and the environmental factors;

(2) To compare summer and non-summer vocational exploration efforts;

(3) To compare a vocational exploration experience over a 12-month period with similar activities and services offered for shorter periods of time; and

(4) To investigate the effects of vocational exploration programs upon the attitudes and institutional behavior of business and organized labor.

Accomplishment of the first three objectives is the responsibility of SLU/CUP; the fourth objective is the responsibility of NAB/HRDI.

The data and conclusions reported herein are based only on the Summer, 1979, program operations and enrollees, consisting of an N of 1,040 youth who were served in fifteen sites using four intervention modalities. Seven basic questions have been targeted for the research component:

(1) How different program models, individually and in various combinations, differentially impact enrollee attitudes, cognitions, behaviors, and outcomes;

(2) Whether variations in program length and intensity have a differential impact on attitudes, cognitions, behaviors, and outcomes;

(3) Whether enrollee participation and retention (i.e., positive and negative termination) is related to program length, intensity, modality, component, or cycle;

(4) Whether gains and outcomes vary across program types when controlling for in-school and out-of-school status or type of youth (e.g., sex or race);

(5) Whether summer program participation differs from nonsummer program participation in terms of youth transitional readiness (i.e., attitudes, cognitions, behaviors) and outcomes;

(6) How environmental forces (social, economic, political, and geographic) impact program and enrollee performance; and

(7) What problems or advantages appear when comparisons are made by program length, intensity, modality, component or cycle in the areas of planning, implementation, administration, and operations.

Eclectic exposure (skill development), vocational exposure-laboratory, and onsite exposure are viewed as three broad program mix variables that are tested for their impact upon enrollee transitional readiness (measured by attitudes toward self, society, work, as well as cognitions about and participation in the work world) and upon post-program outcomes. We are asking, for example, do enrollees who are exposed to onsite experiences show more positive gains than enrollees exposed to employability skill development or vocational laboratory experiences?

We attempt to assess whether enrollee performance is correlated with each type of program mix, but whether combinations of program mix have a differential impact upon transitional readiness and post-program outcomes. Thus, enrollees gaining experiences in both employability skill development and vocational exposure laboratories may show greater gains than enrollees exposed to either one experience taken alone. Or, perhaps in an additive sense, enrollees participating in programs with all three types may show post-program gains superior to any one delivery method.

Enrollee performance gains may be influenced by variations in the length of program exposure. Providing for some combinations of a "year-round" program will create an opportunity to test the hypothesis that extended treatment has a greater impact on enrollee transitional readiness and outcomes than does a less extended program mix.

Program performance may be influenced by the time of year that a program is operating. Whether summer efforts differ from non-summer activity will be analyzed.

In summary, several questions are examined in this demonstration effort. Different program combinations are analyzed for their impact upon short term gains, for example, increases in knowledge of occupations, and for their effect upon long term gains, such as increases in hourly wage rates and retention. Beyond a comparison within and across program types, programs are examined in the areas of planning, implementation, administration and operations.

Research Approach

Although no specific control groups are tested in the classic experimental design sense, several non-equivalent comparison groups were available for use in a quasi-experimental research design. For some of our basic research questons a nonrandomized comparison group pretest/posttest design was followed, while for other research questions a time-series design was used. For some research issues, a qualitative approach proved most appropriate.

When comparing program model effects within sites and across sites, some pooling of site data was done because of small sample size. To make justifiable comparisons, those programs nested under a particular program model, for example the three onsite exposure programs, were pooled if no one or more programs under the model demonstrated significant differences when compared among themselves. This blocking procedure was employed for each program type.

It is important to note that while a number of research questions guided the evaluation design, no specific hypotheses were formulated nor were specific outcomes postulated. Rather, the essence of the design is the testing of treatment modalities in terms of outcomes. By analogy, the design might be labeled "race horse," determining which modality worked best for whom under what circumstances.

Data Analysis Routines

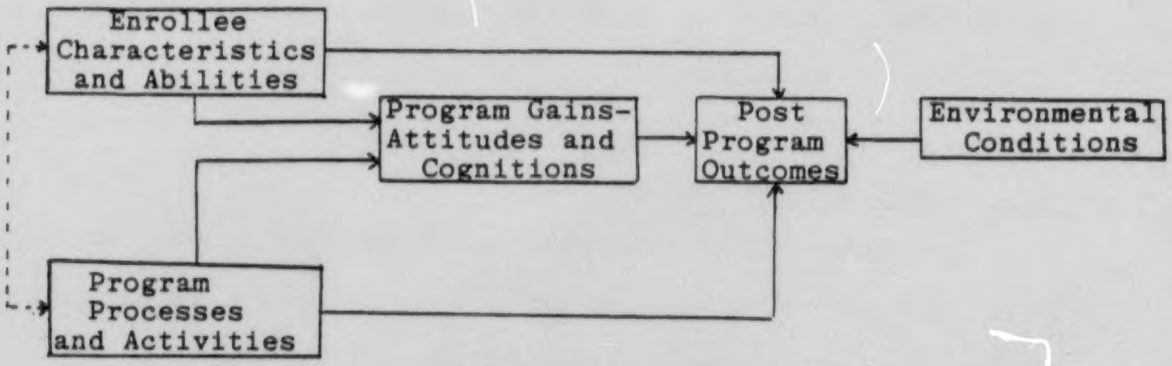
The research interests go beyond estimating program effects by attempting to understand why certain models have greater impact than others. Regression analysis and procedures and gain score techniques were used to unravel the interrelationships among:

--input variables (e.g., enrollee background characteristics),
--program processes (e.g., counseling and supportive services),
--pre/post program gains (e.g., self-esteem),
--outcomes (e.g., post-program behavior and status), and
--environmental forces (e.g., labor market conditions).

Thus, the basic test is the extent to which individual characteristics and program processes have both direct and indirect effects on post program outcomes under a variety of environmental conditions.

Figure One displays the general model that guides the analysis routines. Enrollee background characteristics and program processes are shown to have both a direct effect on post program outcomes and an indirect effect through improved pre/post program gains.

FIGURE ONE: ANALYSIS MODEL


Enrollee Characteristics and Abilities
Program Gains-Attitudes and Cognitions
Post Program Outcomes
Environmental Conditions
Program Processes and Activities

Population and Sample

It is the "soft-core" disadvantaged who form the population at which the VEDP was targeted. The sample for this project was from a population of such youth who were typically served by employment and training programs in the program operator's area.

The sample was composed of those youth who met the CETA eligibility requirements and expressed an interest in the program. The measurement of interest was based upon (a) the interest interview as a subjective assessment, and (b) an objective assessment, namely, the simple fact that the youth showed up!

The operations guidelines and the general instructions covering eligibility certification each indicated that SLU/CUP would specify the randomization process to be used for determining which youth certified as eligible were to be referred to the program operator for intake and selection. The steps followed to ensure that youth were randomly referred included:

(1) The certifying agent prepared and numbered sequentially eligibility certifications until the number received equaled at least two and one-half times the number of youth to be enrolled in a particular component. For the summer component two lists--one in school, one out of school--were prepared.

(2) The certifying agent (or, if local circumstances dictated, the program operator) informed SLU/CUP on a regular basis of the number of certified youth in each pool.

(3) When the number of certified youth in each pool reached the requisite level (for the summer component, at least 100 youth in each pool), SLU/CUP was notified and appraised of the actual number of eligible youth in each pool.

(4) SLU/CUP then indicated to the certifying agent the youth matching a randomly generated number with the number assigned by the certifying agent) to be referred to the program operator. The number initially referred to the program operator equaled the component slot level plus fifteen percent.

(5) The program operator immediately contacted and scheduled

appointments with all youth referred by the certifying agent. At least five attempts were made to contact a youth; notations were made on the eligibility certification on these attempted contacts.

(6) Intake forms were prepared for all youth who showed up for scheduled appointments and were interested in participating in the program. Those youth interested and willing to participate were immediately informed of their acceptance into the program and given more specific instructions on when to report for orientation.

(7) When the interview process specified in (5) and (6) above failed to enroll the requisite number of youth (slot level plus fifteen percent), the operator notified SLU/CUP, indicating the shortage.

(8) SLU/CUP then contacted the certifying agent and indicated which additional youth were to be referred to the program operator. The routines specified in (4), (5) and (6) above were repeated until the requisite number of youth had been enrolled.

Concepts and Indicators

The central variables for the analysis of program impact are the following:

(1) Individual enrollee characteristics and abilities,
(2) Program processes,
(3) Program related gains, and
(4) Outcomes.

Individual Enrollee Characteristics--Individual enrollee characteristics are viewed as key independent variables that differentially influence program outcomes. The range of individual enrollee characteristics goes beyond sex and racial differences. The set of characteristics examined but not necessarily included in the regression analysis were: age, sex, race, prior work history, school status, labor force status, size of family/dependents, family and personal income (6 month period), economic status, marital status, handicapped status, offender status, military status, prior CETA experience, and reading comprehension. The enrollee characteristics selected for the regression and gains analysis routines are consistent with the ETS knowledge development efforts. In this way comparability of findings enhances the generalizability of the research efforts supporting the knowledge development plan.

Prior work history had a time frame of eight months prior to program entry. The specific measures include: (a) hourly wages, (b) length of employment and unemployment, (c) spells of employment, (d) average length of each spell, and (e) receipt of subsidized and unsubsidized wages.

School status, other than in-school and out-of-school classification, included measures on highest grade completed, receipt of GED, type of post secondary schooling obtained, and year last attended school.

The inclusion of a reading test in the assessment sequence of beginning enrollees served a number of important uses. It provided a useful diagnostic aid in identifying the reading and comprehension achievement of the enrollees, as well as yielded valuable data pointing toward important relationships between reading comprehension and success or failure in the VEDP program. Additionally, the reading test provided for enrollee/counselor interaction toward the development of enrollee goals. An identification of reading and comprehension level might also have provided an enrollee with valuable feedback for purposes of referral toward development of deficient skills.

A second reading test was administered during program operations. This test, a STEP-LOCATER, has been devised by the Educational Testing Service, and is part of the larger knowledge development plan of the Department of Labor.

Program Process Variables--Program process variables included the following: Program type, program component, program cycle, program length, number of program hours completed per week, total number of program hours received, supportive services prescribed, supportive services received, program counseling services received, job development/placement and assistance in securing post-program opportunities, educational enrichment services prescribed, and educational enrichment services received.

Documentation of the supportive services prescribed and/or received included health/medical care, dental care, optometric care, residential assistance, transportation, social services, legal assistance, child care, and use of special equipment.

Pre/Post Program Gains--The third set of variables centered upon programmatic gains in cognitions and attitudes. The Educational Testing Service pre-program and post-program surveys provided the vehicle for gain measurement. The specific variables included in this set were the following: vocational attitude scale, job knowledge scale, job holding skills scale, work relevant attitudes inventory, job seeking skills scale, self-esteem scale, and sex stereotypes of adult occupations scale.

Outcome Variables--Program outcomes were the central dependent variables in this research. Outcome measures included: unsubsidized employment; credential upgrading; job site placement; entrance into military service; entrance into employment and/or training program; educational improvement, such as, continuing in school, re-entry to school, and enrollment in more educational training; program related results (job, employment and/or training program, military service, education) in terms of an occupation explored during the program; job retention measures, such as, amount of time, number of spells, and average length of spells; wage rate gains across the observation period; cumulative income gains across the observation period; and job upgrading as perceived by the enrollees at both the 90 day and 240 day follow-up.

The time frame for analysis of outcome variation included work history data 8 months prior to program entry to eight months after program completion.

Instrumentation

The following research instruments were used in this project to derive meaningful indicators: See also the VEDP Management Information System Field Manual.

A. Individual Participant Profile including (a) enrollee characteristics, (b) program status, and (c) termination.

B. Pre/Post Surveys including the seven subscales developed by the Educational Testing Service as well as (a) a job knowledge gains test specific to program experiences, and (b) counselor perception of work habit gains.

C. Program Completion Survey and Exit Interview.

D. Program Follow-up Survey including post-program experiences at 90 day and 240 day observation times. The ETS instrumentation was supplemented by additional questions unique to the VEDP analysis plan.

E. Reading Tests including Peabody Individual Achievement Test and the STEP-LOCATOR.

F. Management Information System Data Records including:
    (1) Certification Form (VEDP-101)
    (2) Intake Form (VEDP-105)
    (3) Work History (VEDP-106)
    (4) Individual Enrollee Plan (VEDP-110)
    (5) Weekly Enrollee Log (VEDP-201)
    (6) Supportive Service Log (VEDP-260)
    (7) Termination Form (VEDP-301)

Tests of Instrumentation Reliability

Seven subscales developed by the Educational Testing Service formed the core test battery for the measurement of attitudinal and cognitive gains. These seven subscales were (1) Vocational Attitudes, (2) Job Knowledge, (3) Job Holding Skills, (4) Work Relevant Attitudes, (5) Job Seeking Skills, (6) Sex Stereotyping of Adult Occupations, and (7) Self-Esteem. In addition, a reading test, the STEP Locator, was used to measure reading level.

Using only Summer, 1979, component data, each of the seven subscales and the reading instrument were analyzed for test reliability using odd-even correlations stepped-up for full test length using the Spearman-Brown Prophecy Test. Table One displays the reliabilities on the pretest and posttest scores for the entire sample as well as for sex and race subgroups. Moderate to strong correlations are shown across the entire core test battery. Except for Self-Esteem, the means and standard deviations of the pretest scores were similar to those reported by ETS for their sample of YCD seniors.

Vocational Attitudes--The Vocational Attitudes battery showed consistently high correlations for the entire sample as well as for the sex and race subgroups. Female test scores had a slightly higher reliability than the male enrollee scores. Slightly higher correlations on the posttest were found among white enrollees when compared with minority enrollees.

Job Knowledge--Posttest reliabilities were consistently higher than pretest scores across all subgroups. The correlations ranged from a low of .691 among white enrollee pretest scores to .818 for male posttest scores. Overall, reliabilities

Table 1: Subscale Test Reliability Analysis[1]

	Total Sample		Males		Females		Minority		Nonminority	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Subscale										
Vocational Attitudes	.772	.827	.725	.822	.809	.828	.762	.830	.762	.805
Job Knowledge	.706	.788	.739	.818	.669	.746	.699	.784	.691	.776
Job Holding Skills	.332	.451	.227	.460	.438	.387	.317	.419	.336	.480
Work Relevant Attitudes	.771	.802	.769	.793	.772	.811	.741	.785	.816	.817
Job Seeking Skills	.715	.806	.728	.819	.687	.790	.713	.813	.705	.781
Sex Stereotyping	.914	.924	.911	.905	.909	.932	.908	.917	.992	.932
Self-Esteem	.400	.271	.448	.293	.348	.250	.410	.258	.375	.298
STEP Locator	.879		.897		.858		.863		.905	

[1] Reliabilities are odd-even item correlations stepped-up for full test length using the Spearman-Brown Prophecy Test.

were sufficiently high to warrant their application for the evaluation.

Job Holding Skills--The Job Holding Skills battery, like the Self-Esteem items, had considerably lower reliabilities than any other subtest. The correlations ranged from a low of .227 for male pretest scores to .480 for the white posttest scores. The .227 reliability was the lowest among the entire set of subscales. Posttest correlations were consistently stronger than the pretest, except among females.

Work Relevant Attitudes--High consistent correlations for the pretests and posttests were found for all subgroups. The reliabilities ranged from .769 for the pretest males to a high of .817 for the white enrollee posttests.

Job Seeking Skills--A pattern similar to work relevant attitudes was found for the Job Seeking Skills battery. Posttest correlations were consistently higher than pretests. The highest correlation was among the posttest scores of males, while the lowest correlation (.687) was found among the pretest female scores.

Sex Stereotyping of Adult Occupations--The Sex Stereotyping battery showed the highest correlations for any of the subscales. All reliabilities were above .905 and little variation occurred across the subgroups.

Self-Esteem--The Self-Esteem battery posted lower average correlations than any other subscale. Posttest scores had consistently lower reliabilities than pretests. None of the posttest patterns were above .298. The highest correlation (.448) was found among the pretest scores for males. In addition, the difference between pretest and posttest reliabilities across the subgroups was larger than for any of the other subscales. The presence of moderately low reliabilities suggests a cautious application of this subscale in gain analysis.

STEP Locator--The reading test scores had high reliabilities for all subgroups. The correlations were in a narrow range between .858 and .905. Sex and race differences were minimal. STEP Locator scores were run against a second reading test used in the project. The Peabody Individual Achievement Test (PIAT) reading comprehension subtest was also administered. The correlations between the STEP and PIAT were .29 for an age and grade equivalent score and .32 for the raw PIAT score.

Means and standard deviations indicate reasonable distributions for the subscales. Table Four displays the pretest and posttest means and standard deviations for each subscale. These data are consistent with the ETS findings for the YCD sample.

Program Implementation Assessment

The second of the two major research thrusts of VEDP research design called for a qualitative assessment of program implementation. Information for this component was derived from field notes written by SLU/CUP following site visits which were conducted on an irregular but frequent basis, and from monitor reports submitted by the on-site monitors on a regular basis. Such an assessment is required to add flavor and color to an otherwise undiscriminating body of information generated by the program operators. Possession of program implementation information proved useful in the analysis of outcomes of enrollees.

In addition to collecting environmental information assessment of program implementation included an examination of the following operational features:

1. Recruitment and selection of enrollees;
2. General administrative organization and procedures;
3. Staffing, including the recruiting and credentials of counselors, instructors, and paraprofessionals;
4. Content and delivery of the program orientation to the enrollees;
5. The quality, content, timeliness, and appropriateness of the curriculum;
6. Generally, the quality and integration of all program activities;
7. Level and type of the supportive services and conseling effort;
8. Post program opportunity assistance to enrollees; and
9. Any other information potentially useful in attaining a qualitative assessment of the organization, administration, and implementation of the program.

III. ANALYSIS OF ENROLLEE CHARACTERISTICS AND GAINS

During the Summer of 1979, fifteen sites (New York City elected not to begin operations until the Fall cycle) participated in the Vocational Exploration Demonstration Project. In four of the sites (Allentown, Colorado Springs, Duluth and Tacoma) the program operator was the local CETA prime sponsor, in ten sites it was a community based organization and in one site (New Orleans) it was a community college. In all, 1,040 youth were enrolled in one of four different treatment groupings: On-site Exposure, Vocational Exposure-Laboratory, Eclectic Exposure, or some Combinations of the other three. Operators, however, provided only one treatment at their site. The program length was either 320 hours or 400 hours depending upon program type.

Demographic Profile

Females accounted for 54.2 percent of the total group; the mean age of the group was 17.5 years and the mean highest grade completed was 10.8. Blacks constituted 53.8 percent of the population, while whites were 34.1 percent. All were CETA eligible and were between the ages of 16 and 21; 55.9 percent were classified as In-School.

As can be seen by inspecting Table 2, the On-site Exposure type was more heavily female (63.0%) than was the population. Although the other three types are more evenly divided between males and females, individual sites within a type vary greatly. While there is some variation among

Table 2: Selected Demographic Characteristics By Program Type and Site

		Sex			Age						
		Male	Female		16	17	18	19	20	21	Mean
Total Group	(1040)	45.8%	54.2%	(1040)	30.7%	28.2%	18.7%	11.3%	7.0%	4.2%	17.5
On Site	(262)	37.0%	63.0%	(262)	28.2%	30.5%	21.0%	12.2%	5.7%	2.3%	17.7
New Orleans	(69)	31.9	68.1	(69)	27.5	26.1	21.7	14.5	8.7	1.4	
Omaha	(65)	52.3	47.7	(65)	32.3	36.9	20.0	4.6	4.6	1.5	
Pittsburgh	(59)	33.9	66.1	(59)	30.5	22.0	20.3	23.7	3.4	---	
Tacoma	(69)	30.4	69.6	(69)	23.2	36.2	21.7	7.2	5.8	5.8	
Vocational Lab.	(231)	49.3%	50.7%	(231)	30.3%	27.7%	17.3%	10.0%	8.2%	6.5%	17.6
Allentown	(77)	50.6	49.4	(77)	44.2	28.6	16.9	5.2	3.9	1.3	
Atlanta	(72)	44.4	55.6	(72)	25.0	23.6	15.3	13.9	13.9	8.3	
Lansing	(82)	52.4	47.6	(82)	22.0	30.5	19.5	11.0	7.3	9.8	
Eclectic	(230)	47.8%	52.2%	(230)	36.5%	24.3%	16.1%	10.9%	8.3%	3.9%	17.4
Kennebunkport	(70)	44.3	55.7	(70)	50.0	27.1	11.4	4.3	1.4	5.7	
Memphis	(82)	53.7	46.3	(82)	31.7	25.6	23.2	9.8	8.5	1.2	
San Francisco	(78)	44.9	55.1	(78)	29.5	20.5	12.8	17.9	14.1	5.1	
Combinations	(317)	48.9%	51.1%	(317)	28.7%	29.3%	19.6%	11.7%	6.3%	4.4%	17.5
Akron	(59)	39.0	61.0	(59)	27.1	45.8	15.3	6.8	3.4	1.7	
Colo. Springs	(60)	48.3	51.7	(60)	33.3	30.0	18.3	11.7	3.3	3.3	
Duluth	(62)	46.8	53.2	(62)	22.6	25.8	24.2	14.5	4.8	8.1	
Haverhill	(70)	47.1	52.9	(70)	41.4	18.6	21.4	7.1	5.7	5.7	
Helena	(66)	62.1	37.9	(66)	18.2	28.8	18.2	18.2	13.6	3.0	

Table 2 (cont'd.)

		Race						Highest Grade Completed				
		White	Black	Sp. Am.	Nat. Am.	Asian		8 or less	9 or 10	11	12	more than 12
Total Group	(1033)	34.1%	83.8%	5.6	1.7%	4.7%	(1034)	3.5%	35.4%	29.2%	26.5%	5.3%
On Site	(260)	11.5%	54.9%	1.5%	---	5.8%	(259)*					
New Orleans	(69)	----	94.2	1.4	---	4.3	(69)	---	36.5	31.9	30.4	1.4
Omaha	(65)	15.4	83.1	1.5	---	---	(65)	---	33.9	38.5	24.6	3.1
Pittsburgh	(57)	7.0	93.0	---	---	---	(57)	3.6	21.0	38.6	24.6	12.3
Tacoma	(69)	23.2	56.5	2.9	---	17.4	(68)	---	25.0	33.8	32.4	8.8
Vocational Lab.	(231)	22.1%	68.4%	9.1%	---	0.4%	(230)					
Allentown	(77)	48.1	32.6	18.2	---	1.3	(77)	3.9	36.4	32.5	23.4	3.9
Atlanta	(72)	----	100.0	---	---	---	(72)	---	16.7	26.4	37.5	19.5
Lansing	(82)	17.1	74.4	8.8	---	---	(81)	---	30.8	30.9	34.6	3.7
Eclectic	(226)	31.0%	53.1%	1.3%	0.8%	13.7%	(228)					
Kennebunkport	(69)	97.1	----	---	2.9	----	(70)	10.0	38.6	17.1	----	---
Memphis	(82)	3.7	96.3	---	---	----	(81)	1.2	44.4	32.1	----	---
San Francisco	(75)	----	54.7	4.0	---	41.3	(77)	---	25.1	29.9	1.3	1.3
Combinations	(316)	63.6%	21.2%	9.5%	5.1%	0.6%	(317)					
Akron	(59)	22.0	78.0	---	---	---	(59)	1.7	37.3	30.5	25.4	5.1
Colo. Springs	(59)	39.0	30.5	27.1	---	3.4	(60)	10.0	45.0	20.0	21.7	3.4
Duluth	(62)	95.2	1.6	---	3.2	---	(62)	1.6	29.1	41.9	16.1	6.4
Haverhill	(70)	80.0	1.4	18.6	---	---	(70)	10.0	42.9	22.9	20.0	9.1
Helena	(66)	75.8	1.5	1.5	21.2	---	(66)	10.6	47.0	15.2	22.7	4.5

*Highest Grade Completed had not been calculated by treatment (program type) when this table was prepared.

sites in terms of the age of enrollees, the mean age for each program type is quite close to the mean age of the population. There is considerable variation among sites in racial mixture. While the program population is 53.8 percent black, the Atlanta site is 100 percent black, Memphis is 96.3 percent black, New Orleans is 94.2 percent black, and Pittsburgh is 93.0 percent black. On the other hand, Kennebunkport (97.1 percent) and Duluth (95.2 percent) are almost entirely white.

The mean highest grade completed was 10.8. While there was some variation among sites (Atlanta had a college graduate, Tacoma and Haverhill had some college juniors, Helena had a youth who had not gone beyond the fifth grade, and Allentown, Haverhill and Pittsburgh had youth who had only completed the seventh grade), most youth were completing or had completed their junior or senior year in high school. One-third were high school graduates. More than half (55.9 percent) of the youth were attending school at the time of program entry. Table 3 displays some preliminary demographic data on the youth, controlled for school status. The difference in mean age between In-School youth and Out-of-School youth was one and one-half years while the difference in mean highest grade completed between the two groups was just one-half year. Among sites the range in mean age for In-School youth was one year (16.4 in Allentown and Kennebunkport to 17.4 in Duluth and Helena). There was a wide range in mean highest grade completed: two full years (10.1 in Helena to 12.1 in Atlanta) for Out-of-School youth and one and one-half years (9.9 in Colorado Springs to 11.5 in Atlanta) for In-School youth. The overall proportion of In-School youth to Out-of-School youth was 56:44; however, Omaha and Kennebunkport enrolled a significantly higher proportion of In-School youth.

Table 3: Selected Demographic Characteristics By School Status, Program Type and Site

		In School	Out of School	Mean Age		Mean Highest Grade Completed		% Male	
				In	Out	In	Out	In	Out
Total Group	(1040)	55.9%	44.1%	16.8	18.3	10.5	11.1	49.9%	40.5%
On Site	(262)	60.3%	39.7%						
New Orleans	(69)	52.2	47.8	16.7	18.4	10.4	11.3	36.1	27.3
Omaha	(65)	81.5	18.5	16.9	18.3	10.8	11.4	45.3	83.3
Pittsburgh	(59)	57.6	42.4	16.8	18.6	10.2	11.9	50.0	12.0
Tacoma	(69)	50.7	49.3	16.6	18.5	10.6	11.9	37.1	23.5
Vocational Lab.	(231)	55.0%	45.0%						
Allentown	(77)	58.4	41.6	16.4	17.7	10.4	11.2	64.4	31.3
Atlanta	(72)	52.8	47.2	17.2	18.7	11.5	12.1	42.1	47.1
Lansing	(88)	53.7	46.3	17.3	18.3	10.9	11.1	52.3	52.6
Eclectic	(230)	59.1%	40.9%						
Kennebunkport	(70)	67.1	33.9	16.4	18.0	10.0	10.6	48.9	34.8
Memphis	(82)	51.2	48.8	16.6	18.2	10.2	10.9	78.6	27.5
San Francisco	(78)	60.3	39.7	16.8	19.0	10.2	11.5	38.3	54.8
Combinations	(317)	50.9%	49.1%						
Akron	(59)	54.2	45.8	16.8	17.8	10.5	11.1	46.9	29.6
Colo. Springs	(60)	55.0	45.0	16.7	18.0	9.9	11.0	54.5	40.7
Duluth	(62)	53.2	46.8	17.4	18.1	11.1	11.0	45.5	48.3
Haverhill	(70)	48.6	51.4	16.5	18.1	10.4	10.3	47.1	47.2
Helena	(66)	42.4	57.6	17.4	18.2	10.6	10.1	60.7	63.2

Black enrollees were disproportionately female (59.2%) while slightly more than half (52.8%) of the white enrollees were males (see Table 4). The mean age for whites was 17.3 while for blacks it was 17.5. The mean highest grade completed was 10.7 for whites and 11.4 for blacks. Much of this difference is explained by the high proportion of high school seniors and college students in the Atlanta and Pittsburgh programs. Over half (52.7%) of blacks had prior CETA experience while under half (46.5%) of whites had such experience. For both whites and blacks, Out-of-School enrollees had more CETA experience than did In-School enrollees.

A higher proportion of blacks than whites had held no job in either the three- or the eight-month period before the program began. However, when controlling for school status, among the Out-of-School enrollees there were more whites than blacks with no job in the period immediately prior to program entry. The data suggest, however, that the jobs which blacks held were temporary and low level. For In-School youth, however, more whites than blacks had a job in the eight-month period before VEDP. Interviews with enrollees and program counselors suggest that it is much easier for white youth to find acceptable part-time, after-school employment than it is for black youth.

Work History

Just over half (50.2%) of the Summer VEDP enrollees had been previously enrolled in a CETA program. The prior CETA experience for most of the youth was in a summer youth program. What is a bit surprising is that less than half of the Out-of-School youth had any prior CETA experience. This suggests that program operators were successful in

Table 4: Enrollee Characteristics By Race

	White	Black	Sp. Am.	Indian	Asian
Sex					
Male	52.8	40.8	50.0	44.9	42.9
Female	47.2	59.2	50.0	55.1	57.1
Age					
16	34.7	28.4	31.0	16.7	42.9
17	29.0	26.6	39.7	22.2	14.3
18	18.5	20.3	13.8	16.7	----
19	8.2	12.8	10.3	22.2	28.6
20	4.3	8.1	5.2	16.7	14.3
21	5.4	3.8	----	5.6	----
Mean	17.3	17.5			
HGC					
Less than 8	7.4	0.9	5.2	5.6	----
9 or 10	41.2	29.5	44.9	44.5	42.9
11	28.7	30.0	24.1	33.3	26.5
12	19.0	32.0	25.9	16.7	20.4
More than 12	3.5	6.9	----	----	8.1
Mean	10.7	11.4			
Prior CETA Exp.	46.5	52.7	53.4	55.6	46.9
In school	50.5	53.4	46.9	62.5	46.9
Out	34.7	42.4	58.3	49.4	48.4
No Job: 3 Months	71.0	82.2	86.2	61.1	79.6
In school	77.4	87.2	93.8	50.0	84.4
Out	79.6	71.7	66.1	76.4	65.6
No Job: 8 Months	59.7	75.2	75.9	55.6	96.6
In school	69.4	83.8	90.6	50.0	78.1
Out	67.3	52.2	53.5	64.0	53.1

recruiting into the program youth who were not already in the "CETA network" (see Table 5).

Those programs operating the On-site Exposure model had the highest proportion of youth with prior CETA experience, while those operating the Eclectic Exposure model had the lowest proportion. All three operators conducting this model (Kennebunkport, Memphis and San Francisco) were community based organizations without direct or established linkage to the CETA network. On the other hand, the high proportion of former CETA enrollees in On-site Exposure models may be accounted for by the fact that Tacoma (a prime sponsor) had almost 85% former CETA enrollees in their program and Omaha (a community based organization) had more than four-fifths In-School youth and 75% of these were former CETA participants.

Except for those sites operating the On-site Exposure model, In-School youth had a higher incidence of prior CETA experience than did Out-of-School youth. There are, however, some variations present among sites within a particular program type. Overall, only six of the fifteen sites (New Orleans, Pittsburgh, Tacoma, Allentown, Memphis and Duluth) had a higher proportion of Out-of-School youth with prior CETA experience (see Table 5).

Among all youth, 78.0% had no job in the three months prior to program entry while 69.1% had no job in the eight months prior to program entry. Since over half of the youth were In-School, it is necessary to control for school status in interpreting job history information. A more meaningful way of looking at the data is to look at Out-of-School youth only: here Table 5 indicates that 70.8% of the Out-of-School youth had no job in the three months prior to program entry and 57.1% had no

Table 5: Previous Employment Status By Program Type and Site

	Prior CETA Experience			No Job: Prior 3 months			No Job: Prior 8 months		
	All Youth	In School	Out of School	All Youth	In School	Out of School	All Youth	In School	Out of School
Total group	50.2%	51.6%	48.4%	78.0%	83.6%	70.8%	69.1%	78.7%	57.1%
On Site	65.6%	62.7%	70.2%	80.5%	85.8%	68.3%	71.3%	77.8%	61.5%
New Orleans	50.7	44.4	57.6	78.3	91.7	63.6	62.3	83.3	39.4
Omaha	70.8	75.5	50.0	89.2	96.2	58.3	80.0	86.8	50.0
Pittsburgh	55.9	47.1	68.0	76.3	73.5	80.0	69.5	67.2	72.0
Tacoma	84.1	77.1	91.2	78.3	77.1	79.4	73.9	68.6	79.4
Voc. Lab	44.2%	44.9%	43.3%	78.8%	79.5%	77.9%	68.8%	77.2%	58.7%
Allentown	59.7	57.8	62.5	89.6	89.9	90.6	84.4	86.7	81.3
Atlanta	37.5	39.5	35.3	77.8	73.7	82.4	68.1	71.1	64.7
Lansing	35.4	36.4	34.2	69.5	75.0	63.2	54.9	72.7	34.2
Eclectic	36.5%	36.8%	36.2%	81.7%	87.5%	73.4%	76.5%	83.3%	66.0%
Kennebunkport	32.9	34.0	30.4	65.7	74.5	47.8	60.0	68.1	43.5
Memphis	39.0	35.7	42.5	96.3	100.0	92.5	95.1	100.0	90.0
San Francisco	37.2	40.4	32.3	80.8	89.4	67.7	71.8	85.1	51.6
Combination	51.7%	58.7%	43.6%	72.6%	81.2%	61.0%	62.1%	76.2%	45.7%
Akron	44.1	56.3	29.6	94.9	100.0	88.9	81.4	93.8	66.6
Colo. Springs	46.7	54.5	37.0	65.0	84.8	40.7	61.7	84.8	33.3
Duluth	61.3	60.6	62.1	69.4	75.8	62.1	62.9	72.7	51.7
Haverhill	71.4	79.4	63.9	84.3	94.1	75.0	68.6	82.4	55.6
Helena	33.3	39.3	28.9	50.0	46.4	52.6	37.9	42.9	34.2

job in the eight months prior to program entry. The range of no jobs in the prior three months is from 40.7% in Colorado Springs to 92.5% in Memphis and 90.6% in Allentown. For the eight-month period the range is 33.3% in Colorado Springs to 90.0% in Memphis. The figure for Colorado Springs may be accounted for by the number of temporary jobs available during the tourist season; the Memphis figure is partly explained by the high number of ex-offenders in their program.

Gain Scores by Program Type and Enrollee Characteristics

One measure of program effect is the individual gain score. With the non-experimental one-group pretest-posttest design, the gain score is simply a constructed variable based on the difference between pretest and posttest scores. The appropriate statistical approach is a single sample t-test of the null hypothesis, $\mu = 0$.

Individual gain score analysis might tend to overestimate the magnitude of the gain and thus suggest the use of analysis of covariance. However, where variability between pretest and posttest is minimal, raw gain score analysis is sufficient. A coefficient of variability was computed for the pretest and posttest scores across the subscales. Insignificant differences were found when pretest scores were compared with posttest scores and when subscales were compared with each other.

Table 6 displays the mean gain scores and standard deviations for the subscales. Overall, changes in scores are not statistically significant. However, an interesting pattern is shown. While each measure of attitudes showed a positive change, all three measures of cognitive change showed a reverse effect occurring. A partial explanation for this reversal may be a mild ceiling effect. The pretest mean for Job Knowledge represented 75.5 percent of the maximum score on this test. The Job Holding Skills battery pretest mean was 84.8 percent of the maximum score and the Job Seeking Skills pretest mean was 72.9 percent of the highest possible score. The attitudinal measures were less extreme. Vocational Attitudes pretest mean represented 68.8 percent of the maximum; Work Relevant Attitudes pretest mean was 75.6 percent and Self-Esteem was 69.2 percent of the maximum score.

Table 7 displays the mean gain scores and standard deviations across the four intervention strategies. Overall, the Eclectic Exposure program type showed the highest gain for changes in Vocational Attitudes and reduced Sex Stereotyping, and the least reverse effect on Job Knowledge, Job Holding Skills and Work Relevant Attitudes. While Job Seeking Skills improvements were most pronounced among On-Site Exposure programs, this intervention strategy had the least positive effect on Job Holding Skills (-.351), Work Relevant Attitudes (-.053), and Self-Esteem (.210). Although not statistically significant, the Combinations programs had the highest mean gain scores for Self-Esteem. Finally, an analysis of variance showed only Job Seeking Skills gains across programs were statistically significant at the .05 level. The Job Knowledge F-ratio was significant at .08.

Tables 8A through 8G display the Gain scores by program type and site. An inspection of gains across the seven subscales shows that the top programs, i.e., those programs demonstrating the highest gain scores in each of the gain areas, were all CBO's.

Programs in each of the subscales were ranked from highest to lowest according to mean gains. An analysis of the top four ranked programs in each subscale area showed that San Francisco, New Orleans, Haverhill, and Memphis were the best overall performers. Each of these programs was ranked among the top four operators in at least four of the seven subscale areas. It is interesting to note that the attitudinal gains were more positively impacted by programs under the Eclectic Exposure model. On the other hand, cognitive gains tended to be more likely to occur in the On-Site Exposure model. For example, Sex Stereo-

Table 6: Raw Gain Score Analysis

Subscale	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Gain[1] Score Mean	Standard Deviation	Significance	Maximum Possible Score
Vocational Attitudes	20.63	4.18	21.78	4.61	1.132	3.759	NS	30
Job Knowledge	22.66	3.64	22.17	4.15	-0.496	3.566	NS	30
Job Holding Skills	27.98	1.88	27.80	2.19	-0.178	2.240	NS	33
Work Relevant Attitudes	48.37	6.37	48.79	7.23	0.448	5.450	NS	64
Job Seeking Skills	12.39	2.73	12.05	3.34	-0.340	2.900	NS	17
Sex Stereotyping	45.77	8.44	47.13	8.84	1.357	6.540	NS	63
Self-Esteem	31.15	2.17	31.62	2.24	0.474	2.540	NS	45

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[1] The gain score for an individual is the change from the pretest to posttest score. The Gain Score Mean is equal to the mean average gain score. The statistical procedure for significance is the single sample t-test of the null hypothesis of a population gain score equal to 0.

Table 7: Gains by Program Type

	On-Site Exposure		Vocational Laboratory		Eclectic Exposure		Combinations	
	Gain Score Mean	S.D.	Gain Score Mean	S.D.	Gain Score Mean	S.D.	Gain Score Mean	S.D.
Subscale								
Vocational Attitude	1.469	4.15	0.869	3.84	1.473	3.68	0.774	3.40
Job Knowledge	-0.629	3.96	-1.029	3.64	-0.139	3.60	-0.297	3.09
Job Holding Skills	-0.351	2.41	-0.200	2.39	-0.128	2.19	-0.068	2.03
Work Relevant Attitudes	-0.053	5.41	0.196	6.17	1.039	5.36	0.543	4.99
Job Seeking Skills	0.194	2.82	-0.994	3.00	-0.103	2.85	-0.476	2.59
Sex Stereotyping	1.108	7.12	0.615	6.54	2.140	7.01	1.436	5.55
Self-Esteem	0.210	2.26	0.409	2.80	0.504	2.69	0.709	2.40

Table 8A: Vocational Attitude Gains by Program Type and Site

	SUM	MEAN	STD DEV	VARIANCE		N
	863,8020	1,1321	3,7591	14,1312	(	763)
On-site Exposure	261,4025	1,4666	4,1451	17,1822	(	178)
New Orleans	133,9892	2,0936	3,8413	14,7552	(	64)
Omaha	121,1793	2,2441	3,6925	13,6344	(	54)
Tacoma	6,2340	0,1039	4,5470	20,6751	(	60)
Vocational Laboratory	146,8787	0,8691	3,8439	14,7754	(	169)
Allentown	68,3295	1,2424	3,7330	13,9356	(	55)
Atlanta	90,8139	1,7464	4,2890	18,3957	(	52)
Lansing	-12,2646	-0,1978	3,3223	11,0377	(	62)
Eclectic Exposure	281,3616	1,4731	3,6755	13,5094	(	191)
Kennebunkport	66,8833	1,0788	3,8683	14,9639	(	62)
Memphis	83,9603	1,2721	3,4793	12,1057	(	66)
San Francisco	130,5180	2,0717	3,6638	13,4231	(	63)
Combinations	174,1591	0,7740	3,4035	11,5837	(	225)
Akron	-0,2539	-0,0059	2,9424	8,6578	(	43)
Colorado Springs	63,4265	1,7142	2,6108	6,8164	(	37)
Duluth	50,8251	1,3737	3,6454	13,2887	(	37)
Haverhill	46,4317	0,8598	3,9688	15,7513	(	54)
Helena	13,7297	0,2543	3,3233	11,0446	(	54)

F = 1.96
Significance = .11

Table 8B: Job Knowledge Gains by Program Type and Site

	SUM	MEAN	STD DEV	VARIANCE	N
	-385.0000	-0.4968	3.5659	12.7154	(775)
On-site Exposure	-114.0000	-0.6298	3.9611	15.6900	(181)
New Orleans	12.0000	0.1875	4.1437	17.1706	(64)
Omaha	-27.0000	-0.4909	3.0603	9.3657	(55)
Tacoma	-99.0000	-1.5968	4.3134	18.6052	(62)
Vocational Laboratory	-176.0000	-1.0292	3.6436	13.2756	(171)
Allentown	-20.0000	-0.3571	2.8054	7.8701	(56)
Atlanta	-65.0000	-1.2500	4.2467	18.0343	(52)
Lansing	-91.0000	-1.4444	3.7364	13.9606	(63)
Eclectic Exposure	-27.0000	-0.1392	3.5971	12.9391	(194)
Kennebunkport	-36.0000	-0.5625	3.9876	15.9008	(64)
Memphis	16.0000	0.2424	3.2725	10.7096	(66)
San Francisco	-7.0000	-0.1094	3.5147	12.3529	(64)
Combinations	-68.0000	-0.2969	3.0906	9.5518	(229)
Akron	-18.0000	-0.4186	2.8304	8.0111	(43)
Colorado Springs	-25.0000	-0.6579	2.4525	6.0149	(38)
Duluth	-16.0000	-0.4103	3.4083	11.6167	(39)
Haverhill	-14.0000	-0.2593	3.9391	15.5164	(54)
Helena	5.0000	0.0909	2.5113	6.3064	(55)

F = 2.25
Significance = .08

Table 8C: Job Holding Skills Gains by Program Type and Site

	SUM	MEAN	STD DEV	VARIANCE	N
	-137,7472	-0,1782	2,2401	5,0181	(773)
On-site Exposure	-63,2444	-0,3514	2,4051	5,7844	(180)
New Orleans	7,2194	0,1128	2,6023	6,7722	(64)
Omaha	-37,0000	-0,6727	1,7278	2,9854	(55)
Tacoma	-33,4639	-0,5486	2,6657	7,0952	(61)
Vocational Laboratory	-34,0389	-0,2002	2,3860	5,6930	(170)
Allentown	-10,0500	-0,1795	2,2943	5,2636	(56)
Atlanta	-21,4000	-0,4115	2,7280	7,4422	(52)
Lansing	-2,5889	-0,0418	2,1772	4,7404	(62)
Eclectic Exposure	-24,8222	-0,1279	2,1902	4,7971	(194)
Kennebunkport	-13,2667	-0,2073	2,2438	5,0345	(64)
Memphis	2,5889	0,0392	2,2498	5,0616	(66)
San Francisco	-14,1444	-0,2210	2,0963	4,3946	(64)
Combinations	-15,6417	-0,0683	2,0325	4,1310	(229)
Akron	-4,0000	-0,0930	1,6711	2,7926	(43)
Colorado Springs	-10,4000	-0,2737	1,7741	3,1474	(38)
Duluth	-4,9889	-0,1279	2,6056	6,7893	(39)
Haverhill	3,6111	0,0669	2,4561	6,0322	(54)
Helena	0,1361	0,0025	1,5360	2,3593	(55)

F = 0.57
Significance = N.S.

Table 8D: Work Relevant Attitude Gains by Program Type and Site

	SUM	MEAN	STD DEV	VARIANCE	N
	340,1238	0,4487	5,4580	29,7895	(758)
On-site Exposure	-9,5333	-0,0533	5,4079	29,2454	(179)
New Orleans	63,7333	1,0116	5,8636	34,3822	(63)
Omaha	-3,0667	-0,0558	4,7108	22,1916	(55)
Tacoma	-70,2000	-1,1508	5,3708	28,8453	(61)
Vocational Laboratory	32,4667	0,1956	6.1702	38,0708	(166)
Allentown	-4,6000	-0,0821	5,1977	27,0158	(56)
Atlanta	-42,6000	-0,8353	7,0138	49,1933	(51)
Lansing	79,6667	1,3503	6.1574	37,9132	(59)
Eclectic Exposure	195,6000	1,0349	5,3566	28,6933	(189)
Kennebunkport	56,4000	0,9246	5,7158	32,6706	(61)
Memphis	147,0000	2,2273	5,2244	27,2944	(66)
San Francisco	-7,8000	-0,1258	4,9288	24,2928	(62)
Combinations	121,5905	0,5428	4,9871	24,8713	(224)
Akron	-60,0000	-1,4634	4,9249	24,2549	(41)
Colorado Springs	40,6000	1,0684	4,1385	17,1273	(38)
Duluth	68,4571	1,7553	5,0207	25,2073	(39)
Haverhill	65,7333	1,2403	6,1258	37,5254	(53)
Helena	6,8000	0,1283	3,8367	14,7201	(53)

F = 1.37
Significance = N.S.

Table 8E: Job Seeking Skill Gains by Program Type and Site

	SUM	MEAN	STD DEV	VARIANCE	N
	-263,0000	-0,3402	2,8292	8,0046	(773)
On-site Exposure	35,0000	0,1944	2,8207	7,9564	(180)
New Orleans	25,0000	0,3906	2,6763	7,1625	(64)
Omaha	0,	0,	2,7217	7,4074	(55)
Tacoma	10,0000	0,1639	3,0778	9,4727	(61)
Vocational Laboratory	-169,0000	-0,9941	2,9980	8,9881	(170)
Allentown	-26,0000	-0,4643	2,6830	7,1987	(56)
Atlanta	-61,0000	-1,1731	2,9085	8,4597	(52)
Lansing	-82,0000	-1,3226	3,3081	10,9434	(62)
Eclectic Exposure	-20,0000	-0,1031	2,8466	8,1033	(194)
Kennebunkport	-9,0000	-0,1406	2,7938	7,8053	(64)
Memphis	-17,0000	-0,2576	2,5499	6,5019	(66)
San Francisco	6,0000	0,0938	3,2008	10,2450	(64)
Combinations	-109,0000	-0,4760	2,5931	6,7242	(229)
Akron	-10,0000	-0,2326	2,8605	8,1827	(43)
Colorado Springs	-21,0000	-0,5526	2,1270	4,5242	(38)
Duluth	-30,0000	-0,7692	2,7093	7,3401	(39)
Haverhill	-18,0000	-0,3333	3,2563	10,6038	(54)
Helena	-30,0000	-0,5455	1,7932	3,2155	(55)

F = 5.90
Significance = .001

Table 8F: Sex Stereotyping of Adult Occupations Gains by Program Type and Site

	SUM	MEAN	STD DEV	VARIANCE	N
	1042,5126	1,3574	6,5420	42,7977	(768)
On-site Exposure	199,4500	1,1081	7,1187	50,6759	(180)
New Orleans	103,2000	1,6125	6.4397	41,4703	(64)
Omaha	52,2000	0,9491	8,3085	69,0314	(55)
Tacoma	44,0500	0,7221	6,7130	45,0649	(61)
Vocational Laboratory	102,7605	0,6153	6,5395	42,7648	(167)
Allentown	-45,0000	-0,8333	5.3155	28,2547	(54)
Atlanta	67,4605	1,2973	7,7462	60,0042	(52)
Lansing	80,3000	1,3164	6,2899	39,5624	(61)
Eclectic Exposure	412,8276	2,1390	7,0135	49,1898	(193)
Kennebunkport	133,0570	2,0790	7,6306	58,2258	(64)
Memphis	111,0647	1,7087	7.6880	59,1049	(65)
San Francisco	168,7059	2,6360	5,5855	31,1973	(64)
Combinations	327,4745	1,4363	5,5488	30,7886	(228)
Akron	44,6500	1,0384	5,2734	27,8086	(43)
Colorado Springs	55,3500	1,4566	4,6064	21,2189	(38)
Duluth	59,2745	1,5199	4,7703	22,7556	(39)
Haverhill	100,0500	1,8877	7,1931	51.7410	(53)
Helena	68,1500	1,2391	5.2009	27.0496	(55)

F = 1.73
Significance = N.S.

Table 8G: Self-Esteem Gains by Program Type and Site

	SUM	MEAN	STD DEV	VARIANCE	N
	358,3489	0,4740	2,5371	6.4370	(756)
On-site Exposure	37,8434	0,2102	2.2576	5,0970	(180)
New Orleans	-3,5467	-0,0554	2.4306	5,9079	(64)
Omaha	30,2857	0,5506	2,0129	4.0519	(55)
Tacoma	11.1044	0,1820	2.2746	5.1736	(61)
Vocational Laboratory	67,1401	0,4094	2,7995	7.8371	(164)
Allentown	7,5659	0,1428	2,8809	8,2998	(53)
Atlanta	14.4203	0,2828	2,9732	8,8396	(51)
Lansing	45,1538	0,7526	2,5783	6.6479	(60)
Eclectic Exposure	95,1896	0,5036	2.6931	7.2531	(189)
Kennebunkport	11,8104	0,1936	2.4352	5,9303	(61)
Memphis	34,3571	0,5206	2,5646	6.5770	(66)
San Francisco	49,0220	0,7907	3,0549	9,3321	(62)
Combinations	158,1758	0,7093	2,4020	5,7696	(223)
Akron	32,5714	0,7575	2,4868	6,1942	(43)
Colorado Springs	18,6429	0,5039	1,3988	1,9566	(37)
Duluth	19,0604	0,5151	2,3225	5,3938	(37)
Haverhill	46,9011	0,9196	3,1394	9,8560	(51)
Helena	41,0000	0,7455	2,1854	4,7760	(55)

F = 1.33
Significance = N.S.

typing improvements were found highest among Eclectic Exposure programs (San Francisco and Memphis) and a multi-modal program where Eclectic Exposure was one-half of the entire program (Haverhill). Cognitive improvements in the areas of Job Seeking, Job Holding, and Job Knowledge were found highest in an On-Site Exposure program (New Orleans). Although there are some variations to this pattern, type of program model has some explanatory power over changes in attitudes and cognitions. Finally, it is also interesting to note that SLU/CUP monitors and staff had described these four CBO's as having good management and a creative and dedicated staff.

Table 9 displays the mean gain scores for six enrollee characteristics, including (a) sex, (b) race, (c) highest grade completed, (d) age, (e) reading level, and (f) school status. The reading level was trichotomized into STEP scores between (1) zero and eleven, (2) twelve and fifteen, and (3) sixteen or greater. The first level corresponds to more than one standard deviation below the mean. The second represents scores within one standard deviation below the mean and the third group contains scores greater than the mean.

Sex Differences

For three of the seven subscales, females showed a larger gain than males. The three gain areas were Vocational Attitudes, Sex Stereotyping and Self-Esteem. Males had slightly greater gains in Work Relevant Attitudes than females. Only the Sex Stereotyping subscale gain was statistically significant at the .05 level.

Race Differences

None of the subscales showed statistically significant gains related to race. For two subscales, Vocational Attitudes and Sex Stereotyping, minority enrollees had larger gains. Whites showed more improvement in Work Relevant Attitudes and Self-Esteem.

Highest Grade Completed

Enrollees with more than a high school degree showed the highest gain in Job Holding Skills, Job Seeking Skills and reduced Sex Stereotyping. High school graduates had the most improvement in Work Relevant Attitudes and Self-Esteem. Overall, improvements in the reduction of Sex Stereotyping is a function of highest grade completed; enrollees with ten or more years of education had larger gains than their less educated counterparts. The better educated appear to be able to recognize the significance of the program and are more receptive to it.

Age Differences

Improvements in attitudes and cognitions are related positively to age. Enrollees nineteen years of age and older showed the largest gain in Vocational Attitudes, Job Holding Skills, Work Relevant Attitudes, reduced Sex Stereotyping, and Self-Esteem. It appears that gain is a function of maturity, normally associated with age. Older enrollees may be more receptive to the program and perceive the curriculum as related to life success.

Reading Level

Except for change in Self-Esteem, all attitudinal and cognitive gains were related statistically to reading level. Enrollees with a STEP score greater than the overall mean showed the largest average gain. Those individuals with a STEP score less than eleven (Type One), consistently had the least gain overall. Thus, minimal reading comprehension appears to be a condition for demonstrating program effect. Enrollees need at least minimal competency in reading to effectively participate in the curriculum.

Table 9: Gains by Enrollee Characteristics

	Sex		Minority		Highest Grade Completed						
Subscale	Male	Female	White	Minority	8th	9th	10th	11th	12th	13th	14th
Vocational Attitude	0.886	1.331	0.895	1.236	1.809	1.025	0.907	1.275	1.073	1.711	1.556
Job Knowledge	-0.659	-0.403	-0.364	-0.598	-1.286	-0.926	-0.384	-0.621	-0.125	-0.136	-2.900
Job Holding Skills	-0.355	-0.046	-0.077	-0.241	0.168	-0.625	-0.231	-0.036	-0.226	0.077	0.296
Work Relevant Attitudes	0.441	0.435	0.815	0.225	0.000	0.044	0.008	0.618	0.890*	-0.882	-0.333
Job Seeking Skills	-0.530	-0.237	-0.492	-0.357	-0.857	-0.358	-0.568	-0.304	-0.289	0.227	-0.778
Sex Stereotyping	0.883	1.733*	1.186	1.453	0.685	0.799	1.608	1.473	1.468	0.144	1.889
Self-Esteem	0.408	0.567	0.513	0.488	-0.368	0.348	0.469	0.482	0.717	0.126	-0.843

*The magnitude of the mean gain is statistically significant at the .05 level using a one-tail t-test.

Table 9: Gains by Enrollee Characteristics (continued)

Subscale	Age 16	17	18	19	20	21	STEP Locator** One	Two	Three	School Status In-School	Out-of-School
Vocational Attitude	1.253	1.107	0.785	1.179	1.815	0.907	0.268	1.785	1.165	1.049	1.270
Job Knowledge	-0.337	-0.781	-0.336	-0.494	-0.615	-0.806	-1.707	-0.247	-0.243	-0.418	-0.661
Job Holding Skills	-0.218	-0.112	-0.319	-0.329	0.185	0.070	-1.006	-0.132	0.059	-0.137	-0.249
Work Relevant Attitudes	-0.143	0.965	0.259	0.300	0.739	2.084	-1.336	0.765	0.853	0.209	0.786
Job Seeking Skills	-0.381	-0.100	-0.575	-0.519	-0.628	-0.226	-1.064	-0.308	-0.168	-0.252	-0.537
Sex Stereotyping	0.903	1.933	1.302	2.011	1.366	-0.361	0.122	2.431	1.345	1.670*	0.902
Self-Esteem	0.260	0.648	0.314	0.460	0.946	1.571	0.416	0.311	0.593	0.456	0.561

[*] The magnitude of the mean gain is statistically significant at the .07 level using a one-tail t-test.

[**] Mean gain differences are statistically significant at the .001 level for all subscales except Self-Esteem.

School Status

Youth who were out-of-school at the time of entry into the summer component gained more than in-school enrollees in Vocational Attitudes, Work Relevant Attitudes and Self-Esteem. In-school enrollees had significantly less Sex Stereotyping attitudes toward occupations than their out-of-school counterparts. Overall, the magnitude of the difference in gains between in-school and out-of-school youth was small. A partial explanation for the lack of difference may lie in the definition of the out-of-school classification. Included in the definition of out-of-school were school dropouts, high school or alternative school graduates or GED recipients. Thus, a portion of the out-of-school enrollees may simply have been recent school graduates looking for income during the summer. Another explanation is related to program operations. For the summer component, in-school and out-of-school enrollees were mainstreamed. For the fall start-up, the two groups were separated and the potential for subtle reinforcement and greater attention to enrollee needs is expected to increase.

Gains by Completers and Early Terminees

Program completers include enrollees who remained in the program through close-out. Early terminees were those enrollees, identified by the program operator, who did not complete the entire program. Thus, early terminee status does not differentiate enrollees by the length of time in the program. Length of time in program data were to be collected by NAB and sent to SLU/CUP. This information remains unavailable at this time. Despite this limitation, early termination is strongly related to attitudinal and cognitive gains.

Table 10 displays the attitudinal and cognitive gains by program completers and early terminees. Except for changes in Sex Stereotyping of Adult Occupations, gains were significantly related to program completion. Table 10 shows that

Table 10: Gains by Completers and Early Terminees

	Completers			Early Terminees			
Subscale	Mean Gain	S.D.	(N)	Mean Gain	S.D.	(N)	Level of Significance
Vocational Attitudes	1.303	3.56	636	0.217	4.56	125	.003
Job Knowledge	-0.229	3.21	645	-1.852	4.77	128	.001
Job Holding Skill	-0.062	2.12	644	-0.767	2.70	127	.001
Work Relevant Attitudes	0.639	5.43	634	-0.558	5.53	122	.026
Job Seeking Skill	-0.184	2.66	644	-1.095	3.48	127	.001
Sex Stereotyping of Adult Occupations	1.494	6.46	639	0.721	6.95	127	NS·
Self Esteem	0.544	2.53	630	0.118	2.55	124	.088

enrollees who failed to complete the entire program were far less likely to show improved attitudes and knowledges. For example, the mean gain score of completers on Vocational Attitudes was 1.303, while the gain for early terminees was only .217. Concerning Work Relevant attitudes, program completers showed a gain of .639, while early terminees regressed (-.558).

IV. ENROLLEE CHARACTERISTICS AND OUTCOMES

Program Completion

Almost seven in ten (69.7%) of the 1,040 youth enrolled in VEDP completed the program. Table 11 lists the proportion of early terminations by site and program type; it also shows the proportion of negative terminations by site and program type. All of the programs run by prime sponsors had an above average proportion of early terminations. This is probably explained by the fact that these operators have clearly defined and long established policies dealing with separation from a program. These operators are also more likely to be able to assess the utility of a program for a client and to shift them to a more suitable program when the need arises. Also, it should be noted that most early terminations were not negative.

Negative termination is defined as termination by reason of refusing to continue, administrative separation, disappearance, or incarceration. About one in six (15.7%) of the enrollees terminated for negative reasons. Administrative separation accounted for most negative terminations. Those programs operated by prime sponsors tended to have the highest proportion of negative terminations.

It should be again emphasized that many early terminations were not negative terminations. Many early terminations were positive (e.g., found employment) or neutral (e.g., moved from area).

For research purposes, the assignment of a termination status was

Table 11: Early Terminations and Selected Termination Reasons By Component and Site

	Early Terminations	Selected Termination Reasons Negative	 Employment	 Education
Total Group	(315) 30.3%	(171) 15.7%	(64) 6.0%	(580) 55.8%
On-Site	26.2%	17.6%	4.2%	64.5%
New Orleans	29.0	10.1	5.8	71.0
Omaha	12.3	12.3	9.2	69.2
Pittsburgh	18.6	13.6	---	79.7
Tacoma	43.5	34.8	1.5	40.6
Vocational Lab.	32.9%	10.4%	10.8%	59.8%
Allentown	31.2	19.5	3.9	57.1
Atlanta	47.2	5.5	20.8	55.8
Lansing	22.0	8.5	8.5	62.2
Empl. Skill Dev.	20.9%	6.5%	7.4%	61.3%
Kennebunkport	24.3	10.0	7.1	58.6
Memphis	18.3	6.1	7.3	57.3
San Francisco	20.5	9.0	7.7	67.9
Combination	38.5%	24.6%	12.3%	41.0%
Akron	30.5	23.7	3.4	66.1
Colo. Springs	38.3	35.0	11.7	30.0
Duluth	50.0	37.1	1.6	40.3
Haverhill	31.4	12.8	25.7	44.3
Helena	42.4	19.7	16.7	25.8

made on the basis of information available at the time of termination--no temporal latitude was given the operators in making this assignment. The status code implying that the youth found employment was only assigned where the youth had a definite commitment for a specific job at the time of termination from VEDP. More than half (55.8%) of the enrollees continued, re-entered or supplemented previous education and/or training. Only in the Combination models did less than half the youth terminate for education reasons. However, three cities (Colorado Springs, Haverhill and Helena) in this group had higher than average proportions of youth who terminated for reasons related to employment. Only Atlanta had more youth (20.8%) with a termination status indicating employment.

Table 12 shows early and negative terminations by selected demographic characteristics. An inspection of this Table shows that almost twice as many Out-of-School youth terminated early as did In-School youth. Males are more likely to terminate than are females; whites more likely than blacks; older youth than younger youth; those less educated than those with more education. An almost identical pattern emerges when we inspect the data on negative termination except that the magnitude of the differences within categories is not as great. The differential rate of early terminations and the lowering proportion of negative terminations as educational level increases suggests that better educated and, correspondingly older enrollees, are more likely to have both a broader based opportunity structure and greater financial need.

Program Outcomes

At the 90-day follow up point, we were able to determine the Labor Force Status (LFS) of 746 (71.8%) of the Summer VEDP enrollees. Of these

Table 12: Early Termination and Negative Termination By Selected Demographic Characteristics

	Early Terminations	Negative Terminations
In School	22.2%	15.0%
Out of School	40.5	20.9
Male	33.8%	18.3%
Female	27.3	13.5
White	34.9%	20.2%
Black	28.1	12.9
Sp. American	27.6	15.5
Am. Indian	55.6	27.8
Asian	12.2	6.1
Age		
16	25.2%	16.0%
17	31.7	17.7
18	33.0	16.0
19	32.5	15.4
20	35.6	11.0
21	31.8	6.8
HGC		
8 or less	48.6%	28.6%
9-10	32.8	18.0
11	26.5	13.9
12	29.6	11.7
more than 12	26.8	3.6

746 youth, 14.6 percent were employed full time; 20.5 percent were working part time; 3.4 percent were in CETA training programs; and 45.4 percent were attending school--an overall 83.9 percent in a positive status three months after program completion. Negative status (unemployed or incarcerated) accounted for 14.5 percent of the youth; the remaining 1.6 percent were not in the labor force. Just over one-fifth (20.6%) of the youth were both working and going to school. Those youth reporting dual status (i.e., working and going to school) were counted in the listing above as working; therefore, the 45.4 percent listed as attending school have only that status.

Table 13 shows positive, neutral and negative status by program type, site and selected demographic characteristics. While there are differences among program sites, there is little variation among program types. The highest proportion of positive outcomes is found among those sites operating the On-site Exposure model. Except for New Orleans, each site in this model had positive outcomes above the mean. Omaha had the highest proportion of positive outcomes (96.6%); much of this can be attributed to the fact that Omaha had an unusually high proportion of In-School enrollees (81.5%—a figure which is twenty-five percentage points above the mean). Controlling for this situation, there is almost no variation in proportion of positive outcomes by program type.

Males had a higher proportion of positive outcomes than did females. In-School youth had more positive outcomes than did Out-of-School youth, although even in this group nearly seven in ten (69.1%) had a positive status. Blacks fared slightly better than whites. Younger youth did better at the 90th day than did older enrollees; much of this reflects the In-School (and therefore returned to school) status of the younger enrollees.

Table 13: 90-Day Outcome By Program Type, Site and Selected Enrollee Characteristics

		Positive	Neutral	Negative
Total Group	(746)	83.9%	1.6%	14.5%
On-Site	(208)	87.0%	1.9%	11.1%
New Orleans	(52)	76.9	3.8	19.2
Omaha	(58)	96.6	---	3.4
Pittsburgh	(50)	88.0	---	12.0
Tacoma	(48)	85.4	4.2	10.3
Vocational Lab.	(150)	83.3%	3.3%	13.4%
Allentown	(46)	93.5	---	6.5
Atlanta	(49)	83.7	8.2	8.2
Lansing	(55)	74.5	1.9	23.6
Eclectic	(188)	83.5%	---	16.5%
Kennebunkport	(55)	81.8	---	18.2
Memphis	(74)	79.7	---	20.3
San Francisco	(59)	89.9	---	10.2
Combinations	(200)	81.5%	1.5%	17.0%
Akron	(41)	80.5	4.9	14.6
Colo. Springs	(35)	88.6	---	13.4
Duluth	(54)	85.2	---	14.8
Haverhill	(30)	90.0	3.3	6.7
Helena	(40)	65.0	---	35.0
White	(229)	83.0%	1.7%	15.3%
Black	(430)	85.1	1.4	13.5
Sp. American	(34)	76.5	2.9	20.6
Am. Indian	(14)	64.3	---	35.7
Asian	(38)	91.9	2.8	5.3
Male	(344)	88.4%	6.3%	11.3%
Female	(402)	80.1	2.8	17.1
In School	(445)	93.9%	1.2%	4.9%
Out of School	(301)	69.1	2.3	28.6
Age				
16	(233)	93.9%	0.1%	6.0%
17	(214)	86.9	2.8	10.3
18	(142)	80.3	0.7	19.0
19	(82)	70.7	1.3	28.0
20	(53)	68.0	3.6	28.3
21	(25)	68.0	4.0	28.0

Among the Out-of-School youth who were interviewed at the three-month follow up point, 35.2 percent were either working full time or had had a full-time job during the three months since the program ended. In addition, 27.6 percent reported some part-time work in the three-month period. Since some had both part-time and full-time employment during this period, the two figures cannot be simply added together but do provide some indication of labor force participation by Out-of-School VEDP enrollees. When this is compared with the 70.8 percent of Out-of-School youth who had no job during the three-month period prior to entering the program, one can argue that, at least in the short run, VEDP is beneficial.

Slightly more than half (50.6%) of the In-School youth had some part-time employment during the three-month period following the program. This contrasts sharply with the 83.6 percent of In-School youth who had no job in the three-month period prior to VEDP.

Table 14 lists 90-day follow up status by early or end of program termination, receipt of supportive services and selected reasons for termination. As can be seen by inspecting this Table, those who complete the program are much more likely than those who terminate early to have a positive status after 90 days. Among completers, 87.1 percent had positive status three months after the program; among non-completers only 36.8 percent had positive status.

While program completion seems to predict outcome, the presence or absence of supportive services during the program does not. Among those who received no supportive services, 83.0 percent had a 90-day positive status; which among those who received some supportive services, 85.4 percent were in positive status three months after VEDP ended.

Table 14: Status at 90 Days By Supportive Services and Selected Termination Data

		Positive	Neutral	Negative
Supportive Services				
None delivered	(466)	83.0%	1.8%	15.2%
Some delivered	(360)	85.4	1.6	13.0
Termination				
Before program completion	(76)	36.8%	7.9%	55.3%
At program completion	(558)	87.1	1.1	----
Reason for Termination				
Negative	(94)	64.9%	4.2%	30.9%
Employment	(53)	94.3	---	5.7
Education	(426)	93.2	0.1	6.6

Care should be taken in interpreting this data, however, because of the wide variation across programs in the prescription, let alone the delivery, of supportive services.

Another way of cutting the data is to inspect outcome by reason for termination. Among those negative terminees for whom we had 90-day status information, only 64.9 percent were in a positive condition. Among those who terminated to take a job, 94.3 percent were positive at the three-month follow up point; among those who terminated to continue schooling, 93.2 percent were positive.

V. ENROLLEE AND PROGRAMMATIC CORRELATES OF PROGRAM OUTCOMES

Concepts and Indicators

Four broad areas were explored to determine their joint explanatory power of variations in program outcomes. For this analysis enrollee characteristics, attitudinal and knowledge gains, prior work history, and programmatic service activity were used as predictors of differential enrollee status three months after the program ended.

The enrollee characteristics investigated were (1) race, (2) sex, (3) reading level, (4) educational achievement, and (5) school status. Race was a dichotomized variable using minority and non-minority status. Reading level was measured by the STEP Locator reading test score. Highest grade completed was the indicator of educational achievement and school status was dichotomized as in-school or out-of-school at the time of program entry.

Attitudinal and cognitive gains measures were used for each of the seven subscales. Each subscale was entered individually in the regression analysis to detect the individual contribution of each attitudinal or cognitive measure.

Two indicators of prior work history were used. The first measured the presence of prior CETA experience. The second measure was the number of jobs held by the enrollee in the three months prior to program entry.

One indicator was used to measure programmatic service activity. The variable selected measured the total supplemental supportive services delivered to an enrollee while participating in the program. The variable is actually a measure of the total number of service weeks when any supportive service was delivered. These supplemental services included health, dental, optometric,

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residential, transportation, legal, child care, social services, special equipment, and other services tailored to local program needs.

Although several program outcome measures were possible, only one is used for this preliminary analysis. Other measures, e.g., number of jobs held since end of the program, simply lacked sufficient variability to warrant fruitful analysis. Other indicators are more suitable for measuring program effect at the eight month follow-up point. Thus, this analysis is limited to a measure of the short-run effect of the program.

The measure of program outcome used in the regression analysis is the outcome status of the enrollee at the three month follow-up. Status was divided into three categories -- positive, neutral, and negative. A positive status included working full or part-time, attending school or participation in a training program on a full or part-time basis, or any combination of work, school, and training. A neutral status was limited to hospitalized, home responsibilities, pregnancy, or not in the labor force. Negative status was limited to incarcerated or unemployed.

The scoring procedure for each of the variables was as follows:

Race: (1) minority, (2) white

Sex: (0) female, (1) male

STEP Locator: Raw reading score

Highest Grade: Actual grade

School Status: (0) out-of-school, (1) in-school

Gains: Raw gain scores

Prior CETA: (1) yes (2) no

Work History: Actual number of jobs

Program Outcome: (1) negative status, (2) neutral status, and (3) positive status

Findings

Table 15 displays the zero-order correlations among the independent and dependent variables (except for gain scores). School status, work history, and sex are most predictive of outcomes. Highest grade completed is weakly related to race, sex, reading level, and school status. Prior CETA experience and the amount of supplemental supportive services are unrelated to any other enrollee characteristic. Race has little in common with school status, work history, prior CETA experience or supportive services. Overall, the enrollee characteristics are relatively independent of each other.

Table 16 displays the zero-order correlations of outcome, enrollee characteristics, work history, CETA experience, and supportive services by individual subscale gains. It is interesting to note that attitudinal and cognitive gains are unrelated to ninety-day outcome status. Gains are moderately related to reading level, especially for cognitive measures (Job Knowledge, Job Holding, and Job Seeking Skills). A weak inverse relationship is also shown between job knowledge or holding skill gains and the amount of supplemental supportive services provided.

Table 17 displays the results of the multiple regression analysis. Overall, enrollee characteristics, gains, program services, reading level and prior work history, taken together, explain 16.9 percent of the variation in outcome status at the ninety day follow-up point. A stepwise regression analysis showed only

Table 15: Correlations Among Outcomes, Enrollee Characteristics, Work History, and Supportive Services

	90 Day Status	Race	Sex	Reading Level	Highest Grade	School Status	Prior CETA Experience	Work History
Race	-.02							
Sex	.10*	.04						
Reading Level	.05	.11*	-.14*					
Highest Grade	-.01	-.13*	-.20*	.25*				
School Status	.36*	.02	.09*	.00	-.33*			
Prior CETA Experience	-.05	.05	-.02	-.01	-.06	-.11*		
Work History	-.11*	.06	-.02	.01	.05	-.08	-.04	
Supplemental Supportive Services	.04	.09	.06	-.07	-.10*	.02	-.03	.08

*Product moment correlation significant at the .05 level.

Table 16: Gains by Outcome, Enrollee Characteristics, Work History and Supportive Services

Subscale Gains	90 Day Status	Race	Sex	Reading Level	Highest Grade	School Status	Prior CETA Experience	Work History	Supportive Services
Vocational Attitudes	-.03	-.05	-.03	.07	.05	-.01	.01	-.01	.01
Job Knowledge	-.02	.01	-.02	.14*	.03	.02	.01	.05	-.12*
Job Holding Skills	.03	.01	-.04	.18*	.06	.01	.01	-.02	-.09*
Work Relevant Attitudes	.00	.03	-.01	.15*	.07	-.06	.03	.00	-.03
Job Seeking Skills	.00	-.03	-.09	.16*	.05	.02	-.02	-.07	-.02
Sex Stereotyping of Adult Occupations	-.04	-.03	-.03	-.03	.01	.04	.00	.01	.03
Self-Esteem	-.05	-.01	-.05	.03	.03	-.04	.05	-.02	-.01

*Product moment correlations significant at the .05 level.

Table 17: Program Outcome by Enrollee Characteristics, Attitudinal and Cognitive Gains, Program Services, Reading Level, and Prior Work History

	90 Day Status (N = 560)	
	BETA Weights	Standard Error
School Status	.39**	.059
Highest Grade Completed	.14**	.024
Sex	.10**	.055
Prior Work History	-.09**	.006
Reading Level	.05	
Supplemental Supportive Services	.05	
R^2 =	.169*	

*Average R^2 across all regressions with seven subscale gain scores entered individually. The R^2 per subscale entered in the equation ranged from .165 to .173.

**Significant at the .05 level.

school status, highest grade completed, sex and prior work history significantly related to program outcome. Using .05 as a liberal minimum standardized regression coefficient (BETA weight) accepted, the data show gains, race, and CETA experience unrelated to program outcomes. Reading level and the incidence of supportive service delivery are rather trivial.

Discussion

The above three tables present an interesting picture of program effects at the three month follow-up. First, the relationship between school status and positive outcomes is somewhat an artifact of measurement. The summer component data appear to suggest that in-school enrollees at the time of program entry maintained that status in the Fall. In addition, a large enough proportion of the out-of-school enrollees were only temporarily out of the educational mainstream. However, the strength of the association also suggests that in-school and out-of-school enrollees might better be served by separate programming, rather than mainstreaming as occurred in the summer component. Data measuring the extent to which separation by school status impacts on program outcomes are currently being collected from the Fall and second semester components.

Second, unlike the preliminary results from the YCD sample data, males were more likely to have a positive status at the three month point than were females, when other enrollee characteristics were controlled.

Third, contrary to expectations, prior work history is negatively related to outcome status, at least in the short run. This inverse relationship may be partially explained by the character and quality of the jobs held prior to program entry. Perhaps the incidence of multiple jobs across the three months prior to program entry is a reflection of secondary labor market participation or an indicator of instability in the enrollee work pattern. Thus, multiple jobs are not necessarily predictive of positive outcomes.

Fourth, pre to post gains were not predictors of the labor market outcome variable. Earlier it was shown that gains were significantly related to program completion. Here we find that these attitudinal and knowledge gains do not predict short-term outcomes--a finding similar to that reported by ETS for their YCD sample. It is important to recall that the magnitude of the gains were slight and that enrollee pretest scores were rather high. Thus, the modest improvements showing up in the summer component are not of sufficient magnitude to directly influence short-term outcomes. The extent to which the impact of attitudinal improvements is delayed will be analyzed at the eight month follow-up.

VI. IMPLEMENTATION ANALYSIS

This section presents a discussion of the major implementation issues raised in the operation of the 1979 summer component of the Vocational Exploration Demonstration Project (VEDP). VEDP was conducted in fifteen cities using three basic program models and a combination model (multi-modal) which utilized elements from the three basic program types. The section is organized by major functional areas for youth employment and training programs: Program Operator and Staffing; Youth Outreach, Recruitment and Intake; Orientation; General Program Activity (including counseling and supportive services); and by Program Type (Type A -- On-site Exposure, Type B — Vocational Exposure-Laboratory, Type C -- Employability Skills Development, now called Eclectic Exposure, and Type D — Combination Programs which include A/B/C, A/B, A/C and B/C). At the end of the section are brief capsules describing the summer programs that operated in each of the cities.

The information that was used in compiling this section was obtained from three major sources. First, SLU/CUP personnel made monitoring visits to the sites operating summer components. These visits occasionally had a training aspect, but were primarily designed to enable SLU/CUP to gain first hand knowledge about the field implementation of the VEDP program models. The three project co-directors were primarily responsible for conducting the visits, using a semi-structured interview format supplemented by worksite, laboratory, and classroom observations. Second, SLU/CUP subcontracted with a local on-site monitor for more intensive monitoring and the completion of the three and eight month ETS follow-up instruments on summer enrollees. In two cities, San Francisco and Allentown, a monitor for the summer was not obtained and SLU/CUP made several additional field monitoring visits in order to fill this gap. The third major information source was the Summer VEDP Debriefing Conference, which was held in early September, 1979. On-site monitors and representatives of all VEDP operators attended the debriefing sessions. The on-site monitors as a group discussed their observations concerning the operation of the summer program. The next day the program operators made presentations to the entire conference on their summer VEDP component.

Program Operators and Staffing

The program operators for the demonstration project were selected through joint discussions between the U.S. Department of Labor's Office of Youth Programs, The National Alliance of Business and Human Resource Development Institute, and St. Louis University's Center for Urban Programs. In most cases, selections were based on consideration of the operators' past work with the 1978 Vocational Exploration Program, as observed in field visits by the three parties. The decision often centered on which of the operators had performed well in conducting a program that was equivalent to the three basic vocational exploration program types that had been identified.* Generally, operators had operated programs very similar to the VEDP model they were selected to conduct. Exceptions to this occurred in finding operators to implement the combination models. Additionally, several operators without previous VEP experience were selected, based on Office of Youth Programs knowledge of their ability to implement demonstration youth projects.

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*See Brian P. Nedwek and E. Allan Tomey, Process and Impact Evaluation of the Summer 1978 Vocational Exploration Program. Office of Youth Programs Special Report, Number 28, February, 1979, p. 16ff.

VEDP operators were typically local agencies with youth program experience, since these agencies had been operators of the previous Vocational Exploration Program efforts sponsored by NAB/HRDI. For some of the operators, the VEDP program represents a major program activity, although most conduct other community activities. The demonstration does include four operators who are CETA prime sponsors and had included the vocational exploration program concept in their 1978 SPEDY programs.

DOL began tentative negotiations with potential VEDP operators in December 1978. DOL, NAB/HRDI, and SLU/CUP participated in a round of field visits to each site in early 1980 to more fully explain the demonstration concept and various program models. At this time the operators were instructed to apply for planning grants that would provide funds for proposal preparation and submission. These field visits also provided feedback from the operators concerning the operational guidelines that DOL, NAB/HRDI and SLU/CUP were completing.

The operators received the planning grants, but these generally did not provide for the hiring of full-time program staff. Therefore, the recruiting of permanent staff was conditional on the award of the final VEDP grant. Most operators transferred at least the VEDP project director from their existing staff, while some retained counselors with previous vocational exploration experience. However, many of the counseling staff were new to VEDP and in some cases were hired with little lead time before the summer component was scheduled to begin. DOL, NAB/HRDI and SLU/CUP conducted a series of training sessions at individual sites in order to fully explain the ETS instruments and other research forms, as well as promote a more complete appreciation and understanding of the research goals of the demonstration. Unfortunately, counselors had not always been hired when these sessions were conducted.

Across all program sites the counselors chosen by the program operators appeared to possess a high level of dedication to meeting the needs of youth and in most instances, a reasonable amount of experience in similar endeavors. In addition to in-house posting of position openings, other professional staff recruitment methods included newspaper advertisements, radio and television announcements, notification of other local agencies, and listing with the State Employment Service. Most hiring procedures involved a review of written applications and an interview, while several were more involved and entailed formal Civil Service procedures and written examinations. Counselors might be best characterized as young human services professionals with some youth program experience.

With the exception of the CETA prime sponsors selected as VEDP operators, VEDP was often a major activity for the operators. As a result, many lacked the expanded facilities, materials and equipment necessary to provide all the elements of the program models prior to receiving VEDP funds. Thus, the delays and contractual problems with the national VEDP contracting office at NAB had some impact on program start-up. While assuming importance in individual cases, these difficulties seemed slight in the context of the overall implementation of the demonstration project.

Youth Outreach, Recruitment and Intake

The intensity required for youth outreach and recruitment varied widely

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among sites. Operators were expected to have a pool of certified eligible youth that was two and one-half times the number of enrollees to be selected (for most sites that would yield approximately two hundred youth). SLU/CUP randomly selected youth from the in-school and out-of-school pools based on the pre-assigned numbers from the eligibility certifications.

This random selection process worked well in most cases. However, a number of sites did not attain a total pool which was two and one-half times their enrollment level. Most sites were able to generate some excess of certified applicants over their slot level. (Initial enrollment was to exceed the targeted slot levels by fifteen percent to allow for no-shows since replacement was not permitted).

CETA prime sponsors and operators who had working arrangements with prime sponsors were able to obtain the required applicant pool. The remaining operators usually had to conduct an extensive outreach and recruitment effort in order to reach enough eligible youth. While CETA prime sponsors included the VEDP recruiting effort with their regular SYEP recruiting, other VEDP operators relied heavily on media announcements, other local agencies especially those operating youth oriented programs, and their past network of outreach and recruiting sources. In several sites, successful recruiting resulted only from an all-out last minute effort by all VEDP personnel. Recruitment problems often occurred because of program competition from other area summer youth programs, although the extensive outreach efforts were sometimes required because of other factors, such as the lack of cooperation with the CETA prime sponsors. CETA prime sponsors or the state Employment Services did the eligibility certifications for most programs.

Orientation

A total of 1,040 youth were present for the first day's orientation.* Following relatively brief welcoming remarks, program operators gave the ETS pre-program survey. At this point the orientations diverged considerably. Some were one-half day in length, while others lasted the entire week.

The program orientation was set forth in the operational guidelines as a common element. This designation did not require operators to use a standard amount of time or material, but presented selected topics that had to be presented during the program orientation. These were a description of the program purpose and activities, rules and regulations including administrative procedures and the administration of the research instruments. Presentation of these "fundamentals" was estimated to take four hours. A brief orientation to the world-of-work was also required of all program models.

Generally, the operators selected the length for the program orientation based on the program model they were implementing and their decision concerning the holding of a regular weekly meeting with enrollees. In the first case, operators involved in employability skills development models (or combinations having substantial Type C time) would have access to the enrollees for major amounts of time during the program. As a result, the program orientation in these instances tended to be shorter or to serve as an introduction to the expanded Type C activities. In other sites (those not involving substantial blocks of Type C time), operators felt that a regular weekly contact with enrollees would aid the administration of the program and could be used to help enrollees integrate their on-site or vocational laboratory exposure into their future plans. Sites that choose this direction usually conducted the initial program orientation in less than one week and met weekly or bi-weekly with enrollees for one-half day throughout the program.

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*Youth were considered enrollees when they completed the ETS pretest and ten hours of paid time, but no-shows were not replaced since they would not have had an opportunity to complete the pretest.

The typical program orientation was conducted by the VEDP staff. Guest speakers and films were also utilized. In addition to the required topics, programs involved the enrollees in activities aimed at improving their survival or life skills and presented other materials concerning world-of-work attitudes. A number of programs placed an emphasis on building a cohesive team from the enrollees assigned to each counselor and improving enrollees' decision-making and communications skills. Several programs presented a First Aid course which proved not only helpful but was well received.

The most necessary element at this stage of VEDP appears to be using methods which involve the enrollees in the program. The lecture technique reminds the enrollees of the classroom, which is exactly what a large number of VEDP youth are avoiding. Additionally, youth with previous CETA participation or employment are expecting to "do something." This requires a complete explanation of the vocational exploration concept of VEDP as early as possible to avoid confusion with regular work experience programs. Due to the demonstration nature of the research, this explanation was kept to a minimum. This lack and the random selection procedure undoubtedly increased early program terminations above what one could normally expect from VEDP.

Program

The Vocational Exploration Demonstration Project's Operational Guidelines set forth a number of common elements that all programs must include. Many of these deal with program administration, but several impact on program operations and implementation. This section will discuss the major common elements and then detail the three basic program models and their combinations.

While not set out in the Guidelines as a common element, two factors which impacted program start-up should be discussed. In spite of considerable planning time, some program operators required more time than they had anticipated to complete the contracting process with the national VEDP office at the National Alliance of Business. In several instances there were brief delays in program start-up. However, as has been noted, delays were also caused by the need for longer recruiting periods. Since CETA prime sponsors have greater resources and seem to be accustomed to delays, they were in a better position than several smaller agencies to cope with this situation. While contracting delays may have been burdensome for specific sites, they do not appear to have caused any major inconveniences for the overall demonstration effort.

A second factor potentially affecting program start-up was the involvement of the local offices of NAB and HRDI. VEDP Guidelines do not mandate a specific role for the local offices but leave this decision to the discretion of the local VEDP program operator. Therefore, variation in local NAB and HRDI participation is jointly determined by the extent of requests for assistance from the VEDP operator and the level of cooperation provided by NAB and HRDI. Some operators, particularly CETA prime sponsors, appeared less likely to enlist the local offices of either group. However, with the exception of the On-Site Exposure models (which required development of worksites), the other VEDP models would not require a major input from NAB or HRDI. SLU/CUP found no cases where program start-up was impeded by lack of cooperation between NAB, HRDI and the local VEDP operators.

Supportive services such as transportation, legal services, child care, health care and purchase of special clothes and equipment were another common element. Supportive services were to be available to all enrollees on an "as needed" basis. Use of existing community resources to provide supportive services was strongly encouraged. Essentially VEDP operators made the provision of supportive services for VEDP conform to their generally accepted practices. This created some variation between sites, but variations were more often in the category of how the service was provided. For example, some sites, either because of availability in the area or custom, provided most supportive services on the basis of a referral to other community facilities, usually at no cost. On the other hand, some operators customarily provide a wide range of supportive services to enrollees in any program. In both cases, VEDP enrollees received the supportive services necessary for program participation.

Counseling was specified in the Guidelines as a common element. However, the extent to which counseling could be used in an individual program varied considerably according to program model. In order to fully differentiate the treatments provided by each of the models, the amount of C time in Type A, B and Model AB was limited to 15 percent. Clearly, the Employability Skills Development model which is conducted almost entirely by the VEDP staff has the greatest amount of time that could be scheduled for group or individual counseling. Except for field trips and some other activities, the enrollees are in constant contact with the VEDP counselors. At the other extreme, the On-Site Exposure models have relatively little time that can be utilized for counseling. Enrollees are assigned to worksites around the community and usually see their counselors briefly once a week. Some A programs did spread their C time throughout the duration of the program, but even in these cases the weekly group sessions were limited to four hours. Due to the proximity of the enrollees and counselors, counseling activities for Vocational Exposure sites can be somewhat greater than A, but less than C program models. Enrollees in Vocational Exposures are in one place, the vocational classrooms for the program, and thus are more accessible to the counselors than enrollees in the scattered worksites of On-Site Exposure programs. In all three basic models and their combinations, counselors were able to respond to specific enrollee problems. The use of the Individual Enrollee Plan (IEP), also a common element, forced all programs to provide some level of routine counseling that was not directed at an enrollee crisis. In many cases, where sites updated the IEP on a regular basis, these counseling contacts become on-going. Although difficult to fully document, counseling contact appears to be a strong point of the program and is possible due to the relatively low enrollees-to-counselor ratio (approximately 20:1). The following subsections provide details on the general implementation of the three basic program models and combinations. This is followed by fifteen VEDP site summaries arranged by program type.

Program Type A: On-Site Exposure

The On-Site Exposure model is designed to provide vocational exploration by placing an enrollee on a worksite, preferably in the private sector. The participating employer should provide the enrollee an opportunity to shadow workers, observe job/tasks, receive limited practical ("hands on") experience or some combination of the three. Rotation either within or between employers is required in order to prevent VEDP from becoming work experience in the private sector. Where "hands on" experiences are utilized, rotations occur after 80 hours.

In examining the implementation of the On-Site Exposure model, the following factors should be considered: worksite development, the elements of the experience (i.e., shadowing versus "hands on," etc.), rotation and the attitudes of enrollees.

Worksites for VEDP were usually developed by the VEDP staff including the project director. Many sites requested general assistance in identifying prospective participating employers from the local office of NAB and HRDI. Type A operators were usually able to call upon employers who had participated in the agencies' previous programs. Although employers ranged in size, they tended to be smaller firms. Since worksites were usually developed before enrollees started the program, most worksites were not developed to match specific enrollee interests.

On-Site Exposure is generally a blend of the elements suggested in the Guidelines. Worker shadowing and job/task observation are limited because there is only "so much to see" and the enrollees have a strong preference for "doing something." Their preference likely stems from their previous work experience and the idea that they want a job experience, not a classroom experience. Thus, "hands on" experiences are used considerably in the On-Site Exposure models. There is some tendency of employers, particularly those with previous employment and training program experience, to view VEDP as work experience or on-the-job training. A complete explanation of the VEDP's goals and objectives during the worksite development phase and strictly enforced rotation can minimize this problem. However, enrollees also need the full discussion of VEDP to counteract their natural tendency to want to do only what they are interested in or whatever is assigned first (this corresponds to their previous CETA program experience where rotation was not part of the program). Although required by CETA regulations for VEDP, it may be that certain enrollees (e.g., out-of-school youth with a reasonably clear career choice) would not be served by rotating through several different VEDP experiences.

Implementing rotation in the on-site models posed some difficulties. As mentioned above, a substantial number of enrollees would prefer to stay on one worksite and receive more work experience or training. Additionally, participating employers tend to resist rotation since it places an added burden on the immediate supervisors of enrollees. The current two week (80 hour) limitation appears as short as would be feasible in view of employer and enrollee sentiment. There are some instances where rotation was centered around different tasks at the same employer and seemed to circumvent the program's intent. The key to the acceptance of rotation appears to be the detailed "up front" explanation to enrollees and worksites (employers).

Enrollee attitudes were alluded to above. Type A programs came closest to giving enrollees what many had experienced before, namely, a job. They did not complain that VEDP was like school, except in cases where regular group counseling sessions were held. Many enrollees did not see the need for rotation especially when they found a worksite which they enjoyed.

Program Type B: Vocational Exposure Laboratory

The Vocational Exposure Laboratory model provides an opportunity for vocational exploration using classroom activities which include "survey style" vocational training, limited skill instruction and simulated work. These programs are usually conducted at vocational or skill training centers. The stress is on an understanding of occupations and the world-of-work, not on specific job skills.

Factors which impact the implementation of Type B programs include the availability of facilities, the choice of exposures to be offered, and the relationship of enrollees to the classroom setting.

Generally the Vocational Exposure Laboratory operators, like those selected for other models in the demonstration, had previous experience working with the vocational exploration concept. In this case, most had utilized some vocational training facility previously. Since Type B is conducted primarily in the classroom it is imperative that suitable space be available. Type B operators were able to continue their past arrangements or develop new ones.

Both the choice of vocational exposures and the method of presentation are determined by the instructors who are available to teach in the programs. In some instances more specific direction to the exposures offered was made, but exposures tended to be in traditional vocational-technical subjects. While these may be the appropriate subjects, the fact tends to reinforce for the enrollees that VEDP is like school. Several programs did include what would appear to be more "exciting" topics with uneven results in terms of enrollee interest.

In order to participate in the vocational exposure models, enrollees must be somewhat comfortable with a structured classroom setting. Counseling contact can assist in this adjustment but cannot overcome a completely negative attitude. Enrollees perceive that Type B programs are like "going to school." Given the proper motivation this may be a positive factor but in other circumstances can effectively limit the program's accomplishments. The Guidelines stressed involvement and the simulated work aspects as means to maintain a high level of enrollee interest. This was borne out in various field monitoring visits.

Program Type C: Employability Skills Development (now called Eclectic Exposure)

The Employability Skills Development model presented vocational exploration through a variety of presentations and activities that did not involve a worksite or instruction in vocational areas. Instead operators provided youth with a wide variety of program offerings including field trips, tours, films, speakers, panel discussions, presentations and youth projects. Topics which were suggested included occupational and vocational information, local labor market information, job finding and keeping skills, the role of private enterprise and collective bargaining, ethnic history and survival skills.

The most pressing considerations in operating a Type C program appear to be the length of the program, the extensive counselor-enrollee interaction, fusing the various program elements into a unified whole, and the use of youth projects.

Only one operator selected for the employability skills development model had had previous experience with a similar program. Moreover, the one experienced operator had not operated their past program for as long as the 320 hours of the VEDP Type C program requirement. All operators reported some difficulty with maintaining the intense level of effort required to occupy and stimulate enrollees in the topical areas over such a relatively long time period.

One consequence of the Type C structure is that the program counselors are in almost constant contact with the enrollees, either making presentations, conducting discussions, monitoring outside speakers, panels or films, and conducting field trips. Almost universally counselors found this intensive contact difficult to sustain while at the same time maintaining a high level of enrollee interest and involvement. Several programs expressed a need for additional staff to enable both programmatic and research needs to be met. This would also allow for more individual counseling time.

Providing a consistent program focus while using the wide variety of program options available in Type C also requires considerable advance planning. The successful integration of widely divergent program elements into a "program" as opposed to a series of activities is more difficult than in Type A and B programs. Generally, programs tried to tie together program elements by centering their concern on how each element would assist the individual enrollee in improving his/her employability.

The youth projects, while not used in every site, were another attempt to provide a focus for the Type C programs. The projects appeared useful in breaking up the classroom routine associated with presentations and group discussions. One aspect of projects in Type C programs that must be analyzed further is the extent to which projects represent enrollee involvement in what is essentially Type A or B experience. While this may be desirable, its impact on the concept of three basic program models needs further exploration.

Program Type D: Combinations of A, B and C

Five program combinations were conducted during the 1979 VEDP summer component. Two sites (Akron and Colorado Springs) operated an A/B/C program, while one each operated an A/C (Haverhill), A/B (Helena) and B/C (Duluth). In addition to the discussion under individual program types that may be relevant for the combination programs, three other factors can be examined: organization of program time, integration of different program models and the impact of enrollee preferences.

The combination programs had to decide how to organize the program time. Several chose to allocate the first weeks to one model and then switch completely to the other type. Others decided to run all program types at the same time, using some of each program time each week. The latter approach seemed to interject scheduling confusion into the program and magnify any existing transporation problems. However, it should be noted that the combination programs as a group had a high rate of early terminations (39%) compared to the single program types.

Combining the basic program models into multi-modal programs required operators to rationally link the models. It was reasonably simple to conceptually link the provision of employability skills development to an enrollee's assignment to an on-site exposure. However, it appeared more difficult to integrate vocational exposure with the two other program models. This seems particularly true when considering that the Type B exposures and the Type A worksites were not integrated to any significant degree and neither necessarily reflected the interests of enrollees.

A third aspect of combination models is the interplay between the models and enrollee preferences. In the single model approach enrollees can remain in the program and participate or terminate early. For the combination programs, enrollees can select the area--A, B or C--that appeals to them and complain about the others. Generally, program rules precluded enrollees skipping "undesirable" sessions but could not prevent them from being disinterested.

Subsequent discussions of implementation issues should benefit considerably from the fact that the summer experience allowed operators to become more familiar with the research needs of the project and add minor refinements to their program approaches. The questions raised in this section will be explored more fully based on the implementation of fall program components. Following this subsection are the individual site summaries.

NEW ORLEANS, LOUISIANA

Program Type A: On-site Exposure

Program Operator and Staffing

Delgado College is the VEDP program operator in New Orleans. Several of the counselors and the project director had worked for Delgado in the VEP program in 1978.

Youth Outreach, Recruitment and Intake

VEDP contacted the Orleans Parish School system and approximately 15 community based organizations in order to recruit youth for the Summer component. It was necessary to expand these efforts to include additional schools and radio and television announcements in order to ensure a large enough pool of eligible youth.

Orientation

The start of the program was delayed one week as the contractual arrangements with NAB were finalized. The orientation was conducted over a two and one-half day period. Guest speakers were utilized to supplement the presentations by the program staff. At the end of the orientation the enrollees received their first worksite assignments.

Program

Although New Orleans is operating an extended On-site Exposure model, the summer program would be equivalent to other Type A programs. The on-site exposure for VEDP enrollees was provided by businesses in the New Orleans area including some that had participated in the previous year's program. Most positions had been "created" by businesses to enable enrollees to explore the world of work. Rotations, generally to different businesses, were carried out on a bi-weekly schedule. VEDP counselors used regular weekly meetings (Monday and Wednesday mornings) to keep in regular contact with the enrollees. Additionally, Wednesday afternoons were devoted to classroom sessions which provided the 15% of the program hours allowed for employability skills development (Type C time). Counselors also visited the worksites weekly.

Comments

Although delayed slightly, Delgado College's VEDP program provided ten weeks of on-site exposure as planned. The required rotations were implemented with relatively few problems. Communications between counselors and the employers appeared good. Some enrollees expressed the feeling that the Wednesday afternoon sessions should be moved to the beginning or end of the week.

OMAHA, NEBRASKA

Program Type A: On-site Exposure

Program Operator and Staffing

Youth Opportunities Unlimited (YOU) was selected as the VEDP operator in Omaha. YOU's previous youth program experience included operating a Vocational Exploration Program. The project director was already with YOU and counselors were recruited through newspaper ads and contacts with other youth programs.

Youth Outreach, Recruitment and Intake

The Omaha CETA program was expected to provide the youth for the program. When this arrangement did not work out, YOU conducted its own outreach and recruitment, primarily with high schools and local agencies involved with youth programs. CETA performed VEDP eligibility certification. Seventy-two youth were selected for the program.

Orientation

VEDP staff presented an orientation to the program's rules and regulations. Speakers were utilized to present information on the necessary world-of-work attitudes and habits. Enrollee worksite interests were also explored. Sixty-five youth were present for the orientation sessions.

Program

The Omaha VEDP program placed all its enrollees at worksites at Offutt Air Force Base near Omaha. This arrangement was similar to YOU's relationship with Offutt for previous youth programs. Youth were exposed to a wide variety of jobs and, in addition, were expected to conform to generally accepted military discipline. Additionally, the worksites appeared to provide an unusually high degree of supervision. Enrollees were transported to the base daily. The VEDP program office was housed on the base which facilitated the counselors meeting with the youth for counseling activities and monitoring worksites. Rotations were scheduled for every two to three weeks. Some problems were encountered with enrollees who did not want to change worksites and supervisors who were satisfied with the initial enrollee assigned to them. Counseling contracts were regularized on an every-other-Monday basis.

Comments

The established relationship between YOU and Offutt seemed to make it difficult to give the VEDP program its own identity. Consequently, some enrollees did not rotate as planned which limited their exploration and gave their experience more of a work experience character. Offsetting this limitation were the wide variety of positions which were explored and the close supervision provided by base personnel.

PITTSBURGH, PENNSYLVANIA

Program Type A: On-site Exposure

Program Operator and Staffing

Pittsburgh's VEDP program was operated by Urban Youth Action, Inc., an established agency oriented toward providing youth employment programs including the VEP program in 1978. Counselors were selected after recruiting through several sources.

Youth Outreach, Recruitment and Intake

The VEDP program used a variety of outreach and recruitment strategies. First, Urban Youth Action's files were reviewed. Contacts were initiated with schools and the CETA prime sponsor. Finally, radio, television and newspaper announcements were utilized. Employment Service workers aided the certification. Some potential enrollees were lost to competing programs and the limits that were placed on the types of activities permitted on the worksites (i.e., shadowing and exploration with limited "hands-on" exposure).

Orientation

The Pittsburgh VEDP staff presented a four-day orientation to the program. Beyond the usual topics such as rules and regulations, the program used a number of business people as speakers. Even though some enrollees felt this phase was much like school, they were impressed that they heard "real business people, not teachers."

Program

The VEDP program used some of Urban Youth Action's previous employer contacts in developing worksites for the on-site exposures. There was the usual amount of difficulty in implementing a program involving shadowing at a worksite which had previously provided work experience. Some employers were anxious to limit counselor access to the worksites. The inevitable problems with employers in conducting an On-site Exposure model were intensified by enrollee desires to gain job experience. There were some problems with completing necessary research forms in a timely manner.

Comments

The previous experience of Urban Youth Actions proved invaluable in gaining worksites and speakers for orientation. However, employers who had participated in other youth programs often found it difficult to make available worksites for explorations rather than work experience or on-the-job training. Enrollees felt that having a completed resume and using the IEP for "their own plans" were additional positive aspects of the program.

TACOMA, WASHINGTON

Program Type A: On-site Exposure

Program Operator and Staffing

The City of Tacoma's Comprehensive Employment Services, the CETA prime sponsor, operates the VEDP program in Tacoma. Comprehensive Employment Services had a vocational exploration component in their 1978 Summer Youth Employment Program. The project director and one counselor continued their work in the new VEDP program and two additional counselors were recruited, both had been YETP counselors in the high schools.

Youth Outreach, Recruitment and Intake

The CETA program has a centralized recruitment strategy for youth programs including summer. Applications are made available in the high schools and through a number of community based organizations. Youth came in to the centralized intake center for certification by the Summer Youth Employment Program division of the CETA prime sponsor.

Orientation

In an effort to expedite the program (the late starting date, July 2, was necessitated by a lengthened school year resulting from a teachers' strike), VEDP met with enrollees several times prior to the start of the official two-day orientation. During these meetings some of the research forms were completed and the ETS pre-program survey was administered in small groups. Sixty-eight enrollees attended the program orientation which focused on counselor assignment to three teams of enrollees, development of a conduct code by team and activities designed to improve communication and negotiation skills.

Program

Tacoma's VEDP program provided on-site exposure at businesses in the Tacoma area and a group of worksites at Ft. Lewis for women to explore nontraditional careers. Enrollees were assigned to worksites based on their interests wherever possible. A large number (35 of 75) of worksites involved unions and union concurrence. Enrollees rotated worksites, often to different employers, but sometimes to different tasks within one company. The youth met once a week in teams at the VEDP office for on-going counseling and other activities which included coping skills workshops. As a result of a cooperative arrangement with the school system, academic credit was granted for VEDP; enrollees received two high school credit hours with the option of doing an additional project for an extra credit hour.

Comments

VEDP scheduled several extensive worksite rotation experiences designed to acquaint an enrollee with all phases of the lumber business and with brickworking. These rotation schedules took a good deal of planning time and were difficult to fully implement. Some enrollees felt the Thursday group sessions were too much like class and that they took away time from the worksites. Enrollees generally moved to different worksites when rotating.

ALLENTOWN, PENNSYLVANIA

Program Type B: Vocational Exposure-Laboratory

Program Operator and Staffing

The Allentown program is operated by the Lehigh Valley Manpower Program (LVMP), the local CETA prime sponsor. The Summer VEDP used the facilities of the Bethlehem Area Vocational-Technical School (BAVT). LVMP used media spots and newspaper advertisements as well as in-house posting to recruit staff. The normal LVMP personnel policies were in effect in selecting VEDP staff. The instructional staff (and some support staff) came from the faculty of BAVT.

Youth Outreach, Recruitment and Intake

The program operator used many of its own resources for outreach and recruitment. Included were outreach through community and neighborhood centers, two skill centers, schools and social agencies, as well as BES referrals, media spots and direct referrals from the local school systems. Certification was performed by the LVMP Intake Unit. Applications were then forwarded to VEDP staff who had ultimate responsibility for verification. Intake forms were completed by the VEDP staff. Seventy-seven youth participated in the program.

Orientation

Basically the first three days of the program were devoted to orientation, tests, career awareness, films, speakers and other employability development activities. Students went to the various shops on the fourth and fifth days.

Program

Allentown conducted the Vocational Exposure-Laboratory model using thirteen learning components: welding, sheet metal, drafting, machine shop, cabinet making, auto engine repair, tool and die design, graphic arts, construction surveying, nursing, horticulture, auto chassis and electronics. Youth were divided into nine groups by the project director before the program began. They remained in these groups for the entire project; each group had nine one-week exposures. In each exposure they were given a specific project to work on. This provided them with a "hands-on" exposure, as well as the theory of the vocation. The number of weeks a component was offered was determined by the availability of an instructor; the specific components available to each youth was determined by the schedule arranged by the project director prior to the beginning of the program.

Comments

The field trips were well integrated with the classroom exposures. There was good NAB/HRDI interface. The enrollee-VEDP contract was a good tool for enforcing the rules of the VEDP as well as the rules of the vocational-technical school. Transportation was the biggest problem; three counselors drove the vans each day during the entire Summer component.

ATLANTA, GEORGIA

Program Type B: Vocational Exposure-Laboratory

Program Operator and Staffing

The VEDP program operator in Atlanta is ANAFCO, a flying club that was begun in the 1960's. Applicants for the instructor/counselor positions were recruited using newspaper advertisements and some media presentations. Instructor/counselors were required to be licensed pilots. Several of the successful applicants had been associated with other ANAFCO programs.

Youth Outreach, Recruitment and Intake

An agreement with the Atlanta CETA program did not produce sufficient referrals. ANAFCO expanded the outreach effort to its contacts with other agencies and used media announcements. As a result of intensified outreach and recruitment, CETA certified approximately 200 youth. Eighty-one youth were selected using the randomizing procedure.

Orientation

The program's orientation was presented over a four-day period. Some space and facility problems were overcome as the program settled into new quarters (two airplane hangers). Many of the enrollees were college students or college bound.

Program

The ANAFCO VEDP program was the result of program development over several years. Classroom instruction was combined with counseling sessions, guest speakers and field trips. The program has a heavier academic emphasis than other Type B programs; the stress is on training students to be pilots. In accommodating the demonstration project, the program's thrust was broadened to present careers in aviation. The field trips to such places as an air control center and a maintenance hanger reinforced this expanded approach. All VEDP enrollees received some flying time.

Comments

The project overcame some initial difficulties with facilities and equipment. The requirement that the instructor/counselors possess a pilot's license reduced the pool of qualified applicants. It is not clear that such a requirement would always yield personnel with enough counseling background. As might be expected, enrollees expressed their preference for the flying time and field trips. Some enrollees viewed the emphasis on classroom sessions as an extension of school and not a "real job."

LANSING, MICHIGAN

Program Type B: Vocational Exposure-Laboratory

Program Operator and Staffing

The Lansing program is operated at Lansing Community College under the auspices of the A. Philip Randolph Institute's Lansing office. The counseling staff was recruited using media advertisements and referrals, particularly of personnel with previous VEP experience. Four vocational laboratory instructors were recruited from among existing faculty at Lansing Community College.

Youth Outreach, Recruitment and Intake

VEDP utilized public service announcements on local media and contacts with local agencies in recruiting potential applicants. Eighty-five youth were selected for the program's Summer component.

Orientation

A one-day orientation program stressing rules and regulations and the program goals was presented.

Program

Lansing conducted the Vocational Exposure-Laboratory model using four learning components: carpentry, electrical shop, auto mechanics/small engine repair and plumbing. The classes were held in the vocational-technical building of Lansing Community College. Instructional techniques included lectures, films and "hands-on" exposure. The VEDP counselors provided employability skills development sessions emphasizing topics such as interviewing skills. Enrollees completing the program are granted academic credit at Lansing Community College.

Comments

The vocational exposures presented in laboratory or classroom settings often appear too traditional to enrollees, particularly those who have not performed well in a traditional school setting. Instructors have to be particularly adept at mixing instructional methods and maintaining a sense of involvement using a project focus.

KENNEBUNKPORT, MAINE

Program Type C: Employability Skills Development

Program Operator and Staffing

The VEDP program in Kennebunkport is operated by SALT, Inc., a community based organization with previous experience in operating youth programs. The program staff was recruited primarily from the existing SALT staff and former participants. Some new staff were recruited using newspaper advertisements.

Youth Outreach, Recruitment and Intake

SALT conducted youth outreach and recruitment in cooperation with York County CETA, using four YETP enrollees assigned to SALT. The four made slide presentations on VEDP and the York County SYEP at the 13 high schools serving the area. Recruitment for Out-of-School youth utilized an "eligibles" list from York County CETA and SALT's own outreach. Certification for VEDP was done by CETA.

Orientation

Seventy-five of the 82 youth enrolled in the program began the two-day orientation. The first day was utilized to administer the ETS pre-test, discuss VEDP goals and explain the program rules and regulations. The second day was modeled after a typical day in the program, namely, one-half day of project activity and one-half day of counseling.

Program

Kennebunkport planned its Type C activities with a focus on youth projects. Youth spent half of each day working on projects in the following areas: boatbuilding, carpentry, cultural journalism, river ecology, photography and video production. The projects were combined with half-day counseling sessions which included activities such as career exploration interviews, job shadows (observations) and field trips. The summer program was a mixture of skill development and counseling/exploration.

Comments

Kennebunkport's rural setting and SALT's tradition of youth involvement provided the thrust to a project approach to employability skills development. The operator felt that this gave enrollees a sense of "ownership" in the program. The project staff felt that two days a week of counseling would have been too much without extensive field trips and other activities. The forms for research created some time problems.

MEMPHIS, TENNESSEE

Program Type C: Employability Skills Development

Program Operator and Staffing

Community Day Care & Comprehensive Social Services Association operates the VEDP in Memphis. Want ads and contacts with local agencies were used to recruit the program director and counseling staff. Applicants (25 and 100, respectively) completed written exams and oral interviews during the selection process.

Youth Outreach, Recruitment and Intake

Community Day Care's VEDP program recruited youth from affiliated agencies, particularly youth oriented programs and the school system. Eligibility forms were submitted to VEDP and the certification was completed by the Tennessee Employment Service. During the recruiting process several applicants got jobs before they had an opportunity to be selected for VEDP. Eighty-five youth were enrolled.

Orientation

The VEDP staff conducted a two-day orientation program. The sessions included the rules and regulations and a preview of world-of-work concepts that would be explored more fully during the program.

Program

Community Day Care conducted the VEDP program over a six-week period. The Employability Skills Development model was presented primarily in a classroom setting. However, staff worked to involve the enrollees in sustained activity in order to maintain their interest. Areas of emphasis were coping and survival skills and world-of-work attitudes and knowledge. Lecture presentations were supplemented with films, outside speakers and field trips. Counselors also stressed interaction between enrollees. The program did encounter some minor problems with facilities, obtaining materials and the compression of the program from ten weeks to six.

Comments

Since the counselors are constantly involved with the enrollees, the Employability Skills Development model places the greatest burden on counselors who must balance administrative functions such as record-keeping with program activities and counseling. In addition, activities which stimulate involvement such as role playing are essential in order to prevent the classroom setting from becoming "too much like school." The counselors work with the total group which tends to restrict the time available for individual counseling.

SAN FRANCISCO, CALIFORNIA

Program Type C: Employability Skills Development

Program Operator and Staffing

The San Francisco program is operated by Shelter Research Institute, Inc., a local education and research organization. Staff was recruited through newspaper advertisement on both sides of the Bay. Staff already associated with Shelter was used to direct the Summer component.

Youth Outreach, Recruitment and Intake

In-School youth were recruited through the school system; Out-of-School youth through the local prime sponsor. Many problems arose with this recruitment procedure and Shelter had to engage in much direct recruiting. Certification of the youth recruited was a time-consuming and frustrating process, as was the intake process. Many of the problems were associated with the linguistic diversity of the pool recruited into the program.

Orientation

Formal orientation took place during the first week of the program and included the normal paper work, program description, world-of-work orientation and surveying. Also included was the formation of enrollee "unions"; one "union" for each of the three groups into which youth had been assigned.

Program

San Francisco had some difficulty getting the Summer VEDP started. Much of this was due to the lack of precision in defining just what is a "C" program. However, the staff proved quite dedicated and resourceful and developed—and delivered—a program which included survival skill training, occupational information, job hunting techniques, as well as special projects and field trips. Staff worked as two-person teams; one as counselor, one as instructor. Each of the three teams was responsible for the specific curriculum offered to its group. However, weekly staff meetings were held to ensure that all required program elements were delivered.

Comments

One major concern of the San Francisco operation is with developing a more "articulate program." To quote from their end-of-summer report, "There appears to be...a natural progression of program activities and priorities that will 'move' participants from self-assessment of interests and aptitudes, through general work exploration, to individual, intensive career exploration. Within this framework the range of survival, employability, and job finding skills must be offered....The framework should also integrate an exit plan, assuring positive and concrete next steps for participants."

AKRON, OHIO

Program Type A/B/C: Combination: On-site Exposure, Vocational Exposure-Laboratory and Employability Skills Development

Program Operator and Staffing

Akron-Summit Tutorial Program, Inc. was selected to operate the demonstration project in Akron. Counselor positions were filled after recruiting through newspapers, community based organizations and the Ohio Bureau of Employment Security (OBES). Instructors for the training lab segment were selected in the same manner.

Youth Outreach, Recruitment and Intake

Applicants for VEDP were recruited from the Akron School District, OBES and various local agencies. Enrollees were certified for eligibility by OBES. Seventy youth were enrolled for the summer program.

Orientation

Sixty-three youth showed up for the two-day orientation program. After administering the necessary pre-program survey and explaining the rules and regulations, the first day was given over to assisting the enrollees in organizing their "union." The second day focused on presentations concerning scheduling and providing the enrollees some introduction to the types of worksites (called internships in Akron) and vocational exposures that the program would offer.

Program

The Summit Tutorial's VEDP program combined all three basic program models into a multi-modal approach. Enrollees' time was equally divided between training labs providing vocational exposure, worksites providing on-site exposure and employability skills development sessions. Since enrollees receive a substantial exposure to all three basic models, they are most likely to be able to judge the three. The on-site exposure was provided by Akron businesses while VEDP staff conducted the training labs and the employability skills development sessions. Training labs were conducted in clerical, building trades and printing careers.

Comments

The multi-modal approach implemented in Akron afforded an opportunity to observe the process for all three basic models. As in the single model B and C programs, enrollees generally felt that these program elements were like school. Also, the on-site exposure portion raised concerns similar to those exhibited in the single model A programs. Employers and worksites alike need careful and complete instructions on what enrollees can do at the worksites. A number of questions surfaced concerning the ability of worksites to provide a challenge to enrollees without "hands-on" exposure. Some employers felt that the training time was too short due to the rotations.

COLORADO SPRINGS

Program Type A/B/C: Extended Combination: On-site Exposure, Vocational Exposure-Laboratory and Employability Skills Development

Program Operator and Staffing

The City of Colorado Springs through the local CETA prime sponsor, the El Paso County CETA Consortium, was selected to operate VEDP. The project director was transferred from other duties with CETA. Three counselors were recruited through the City's Personnel Department.

Youth Outreach, Recruitment and Intake

A VEDP description was handed out at the regular intake sessions for the CETA summer youth program. Youth who expressed interest in VEDP were certified for eligibility by CETA.

Orientation

The orientation program was conducted by VEDP personnel assisted by staff from CETA's Youth Employment Section. In addition to the research form and survey, the sessions included a First Aid course and workshops on communications and human relations. Seventy-four youth attended the first day of orientation.

Program

Colorado Springs operated a program which combined equal amounts of the three basic VEDP models. The multi-modal aspect of the program was retained on a weekly basis since enrollees participated in Type A, B and C activities every week, as opposed to conducting the types separately in consecutive time periods. On-site exposures were provided by Colorado Springs area private employers and public agencies. The Vocational Exposure-Laboratory portion was performed under subcontract by Pikes Peak Community College and Colorado Technical College. Vocational exposures offered included medical, office, automotive, electronics, bio-medical equipment and solar energy. The employability skills development sessions were conducted primarily by the VEDP counseling staff. Their presentations and discussions were supplemented by outside speakers, films and field trips.

Comments

The opportunity to work with all three program models appears particularly challenging in two respects. First, the coordination of the activities and the resulting scheduling and transportation problems require considerable staff effort. Second, the enrollees seem to have a difficult time making the transition to different kinds of activities, often in one-half day time blocks. As a consequence of being more interested in the activities in one program model versus the other two, enrollees sometimes seem particularly disinterested in sessions they don't like or merely fail to show up at the next program location for the day.

DULUTH, MINNESOTA

Program Type B/C: Combination: Vocational Exposure-Laboratory and Employability Skills Development

Program Operator and Staffing

The City of Duluth as CETA prime sponsor operated the VEDP program. The project director was transferred from other duties with CETA. The program counselors were recruited through the City's Personnel Office using regular civil service procedures. A VEDP instructor was recruited by the Duluth School Board.

Youth Outreach, Recruitment and Intake

Recruiting took place from the CETA eligible youth who had applied for the Summer Youth Employment Program. Additionally, Duluth utilized TV and radio spots and posters. CETA did the eligibility certification. Using the random selection procedure, 72 youth were enrolled out of 172 applicants.

Orientation

Program staff conducted an orientation to VEDP in four hours. Rules and regulations, the Individual Enrollee Plan concept and the role of the counselors were some of the topics covered. Sixty-four of 72 enrolled youth attended the orientation session.

Program

As a Combination or Multi Modal program, Duluth's VEDP activities were equally divided between vocational exposure and employability skills development. The vocational exposure was accomplished through a combination of half-day field trips to local businesses, enrollee with the PLATO computer interface system and the use of a Cooperation Evaluation Facility. The latter facility used VALPAR modules to provide an introduction to occupations such as welding, plumbing, electrical, carpentry and servicing. The business field trips were carefully structured and participating businesses had participated in a training workshop sponsored by the program. Type C experience was provided in a classroom setting by VEDP staff and included exercises in decision making, values clarification, basic job skills and world-of-work attitudes.

Comments

Some early start-up problems with the field visits, PLATO and CEF may have contributed to the number of program drop-outs. In informal interviews, enrollees indicated that they like the computer assisted

PLATO system and a First Aid course best, while the Type C group work sessions were least interesting. The staff felt that the random selection procedure and the lack of motivation provided by money coupled with the classroom time (one-half the total) may have added to absenteeism and early termination.

HAVERHILL, MASSACHUSETTS

Program Type A/C: Combination: On-site Exposure and Employability Skills Development

Program Operator and Staffing

The VEDP program is operated in Haverhill by Community Action, Inc., the local anti-poverty agency. Community Action is not the CETA prime sponsor in the area but operates other employment and training programs, including a YETP component under subcontract. VEDP recruited staff through newspaper advertisements and contacts with staff that had worked in previous programs operated by Community Action.

Youth Outreach, Recruitment and Intake

Youth outreach and recruitment was conducted by Community Action and the local CETA office. These efforts were supplemented by contacts with the Haverhill school system, other local agencies, media announcements and an active poster/flyer campaign. The intensive effort was required to generate a large enough pool of eligibles in competition with other summer programs with approximately 750 slots. VEDP applicants were certified by the CETA sponsor. The VEDP program ended with 120 applicants and enrollees were selected using the randomization process.

Orientation

The program orientation was conducted during the first week and led into an additional four weeks of employability skills development activities. In addition to the research forms and materials, which took longer to complete than expected, the first week emphasized values clarification exercises and introduction of world-of-work attitudes. Seventy-two youth attended the first day of orientation.

Program

Community Action's multi-modal VEDP program provided five weeks of employability skills development activity followed by five weeks of on-site exposure. During the first five weeks enrollees completed a variety of activities designed to improve their career awareness and self-awareness while developing their living and employment skills. These activities culminated in a career fair held during the fifth program week. Classroom activities were supplemented by using guest speakers, films and field trips. Over the final five weeks VEDP enrollees received on-site exposure in five career clusters which included health, metal crafts, technical and office. Worksite rotations were carried out; however, some youth moved to different tasks at the same employer. Transportation to some outlying worksites was a continuing difficulty.

Comments

Haverhill's tightly structured curriculum for the first five weeks tended to keep enrollees involved and moving toward the dual goals—hosting the career fair and preparing for their on-site exposures. Most employers interviewed informally expressed their understanding of the worksite rotation concept. As noted in discussion of the on-site exposure, enrollees usually prefer the "hands-on" portion of the worksite exposure.

HELENA, MONTANA

Program Type A/B: Combination: On-site Exposure and Vocational Exposure-Laboratory

Program Operator and Staffing

The Montana State AFL-CIO is the VEDP operator for the Helena program, which, while based in Helena, also operated in Missoula, Great Falls and Butte/Anaconda. (The programs will be referred to collectively as the Helena VEDP program.) A separate project staff operates in each of the four locations. Counselors were recruited with the requirement that they have a state teaching certificate or be able to obtain one.

Youth Outreach, Recruitment and Intake

Youth were recruited through four Human Resource Development Centers and the offices of the Montana Job Service. There was some competition for youth from other summer youth programs. Since youth were in four locations, random selections were not made from a single pool of eligible applicants, but done by location.

Orientation

Three days of orientation were provided by the Helena VEDP program. Day one was utilized to administer the ETS pre-program survey and discuss procedures. On the second day, speakers presented material on the world of work. The third day was devoted to Individual Enrollee Plan activities.

Program

The vocational exposure portion of the summer program had to be substantially modified because the vocational-technical facilities at the high schools were closed for the summer vacation. The counselors attempted to provide directed study as a substitute for the Type B portion of the program. Enrollees were assigned worksites in businesses in the area based on their expressed interests. The last week of the program was spent with the counselors working on future goals.

Comments

During the summer, Helena VEDP was unable to obtain the facilities required for operation of the vocational exposure portion of their Combination model. Enrollees did explore careers through on-site exposure and work with the VEDP counselors. A number of participants felt that one week at a worksite was too short to enable them to obtain adequate "hands-on" exposure.

THE 1978 SUMMER VOCATIONAL EXPLORATION PROGRAM

CENTER FOR URBAN PROBLEMS

St. Louis University

I. INTRODUCTION AND OVERVIEW

Authorized under Title III of the Comprehensive Employment and Training Act of 1973, as amended, the Vocational Exploration Program (VEP) was jointly conducted and administered by the National Alliance of Business (NAB) and the Human Resources Development Institute (HRDI) of the AFL-CIO. Approximately 140 subcontractors of NAB/HRDI operated summer only programs in 1978, the third year of VEP programming. While a VEP option was conducted by several prime sponsors, the focus of this report is upon the NAB/HRDI system.

The objectives of VEP can be summarized under four main headings: (1) provide eligible youth with the incentive to remain in school and earn a high school diploma; (2) facilitate the transition to the full-time work force; (3) provide learning experience for youth in the private sector through a system of job "shadowing" and vocational exploration activities; and (4) improve youth attitudes toward and cognitions about the world of work, individual self-esteem, the value of education and career and life expectations. In popular terminology, these program objectives may be seen as attempts to develop job and coping skills.

The Center for Urban Programs (CUP) at St. Louis University was obligated to the U.S. Department of Labor (Grant No. 28-29-78-53) to perform the following tasks:

1. Develop an attitudinal and cognitive profile of VEP enrollees and assess change derivative of participation in the program;
2. Using a sample of SPEDY enrollees, develop a cognitive and attitudinal profile of them and compare these data with that derived from VEP enrollees;

3. Assess special components of the VEP program for the handicapped, youth offenders, and entrants into nontraditional work roles;
4. Conduct site visits to a sample of programs in order to identify innovative program approaches and compile documentation of the issues and practices involved in implementation; and
5. Assess the impact of environmental forces upon program operations.

Major Conclusions

Based on our analysis of the data, the major conclusions are as follows:

1. Demographic differences between VEP and SPEDY enrollees were slight. VEP youth were older than SPEDY enrollees and had completed more years of school; VEP had a higher proportion of blacks than did the sample of SPEDY enrollees, but the sex ratio was similar for each group.
2. While a sizeable proportion of enrollees entered the VEP and SPEDY summer program lacking social and work attitudes appropriate for a successful transition to the world of work, improvements in attitudes occurred disproportionately among VEP enrollees when compared with SPEDY enrollees.
3. Female VEP enrollees appear to be more positively influenced than males; moreover, females appear to have obtained an expanded view of available roles, both socially and work world related.
4. The areas of most improvement in attitudes were world of work related or sex-role perceptions.
5. Only sex and race were significantly related to attitudinal change; neither age nor year in school were related significantly.
6. A factor analysis of the survey instrumentation data yielded eleven distinct factors or dimensions. The world of work attitudinal items

loaded on four distinct dimensions, including (a) Personal Work World Norms, (b) Work World Cognitions, (c) Work World Idealism, and (d) Organized Labor Orientation.

7. The Personal Work World Norms dimension showed the presence of a constellation of attitudes that may be generalizable beyond the work setting. Work World Norms were related to legal norms suggesting that orientations toward the world of work, expressed as expected behaviors, are part of a larger sense of normlessness, i.e., the attitude that an individual can violate social norms to get ahead.

8. Handicapped, ex-offender, and regular VEP enrollees showed a significant reduction in positive attitudes toward work norms, but a positive gain for the other world of work factors. A partial explanation for a loss of favorable attitudes may be that enrollees are entering the program with unrealistic perceptions of the world of work that are not true reflections of reality. Program participation might alter these more romanticized notions of the world of work.

9. Significant positive increase among both ex-offenders and regular VEP enrollees were found in the area of life satisfaction. A sense of helplessness among handicapped remained after completion of the program. However, this negativism lessened after participation in the summer effort.

10. Only 14 percent of VEP enrollees were negatively predisposed toward the program upon entry. Except for Work World Norms, these negatively

disposed enrollees showed significant gains for five attitudinal dimensions; three of these concerned the world of work.

11. Positively predisposed enrollees completed the program holding better attitudes than youth with low expectations about the program. With one exception, the perceived helplessness factor, favorably predisposed enrollees retained more positive orientations toward the world of work and society than did their negatively predisposed counterparts.
12. Variation in world of work attitudes and socio-psychological predispositions remain largely unexplained by such enrollee background characteristics as sex, race, year in school and welfare status. Of the eleven factors, only three showed background characteristics explaining more than 5 percent of variation in attitudes and cognitions.
13. The 1978 Vocational Exploration Program exhibited a wide range of organizational and operational components. Program implementation strategies were very diverse and uneven in quality. Such diversity reflects the need to better structure vocational exploration efforts and to develop more elaborate guidelines and program materials.
14. Cooperation and past interaction among key actors in a given geographic area, e.g., NAB/HRDI, prime sponsors, schools, etc., appear to facilitate "slot" acquisition, but had no demonstrable effect on program operations and content. Cooperation ensures that the program is obtained (granted) for the community, but cooperation to benefit program implementation, once the program is received, tends to dissipate.
15. Cooperation among actors may influence the selection of program operators. Although there exists the normal tendency to select operators

that can be "trusted" to deliver a program, i.e., a history of success, that reputation need not be in youth employment and training. The reputational factor, in turn, can influence program processes, e.g., certification and referral may result in "dumping" high risk enrollees in programs (as opposed to program operators) that lack a positive reputation. Where this occurs, there is a definite impact on program operations. In addition, selection processes tend to screen out highly innovative approaches to youth programming.

16. The structure of manpower decision-making is weak in most areas. This lack of an integrated, policy oriented, program operating structure minimizes the impact of local forces upon program operations. Programs are left to their own devices with minimal external intervention.

17. Since NAB/HRDI may have been perceived as taking the largest share of the payoff, i.e., good local press, other actors tended to view the program opportunity as a low priority--lacking in sufficient reward to warrant entrance into the bidding process. The small size of the program (both in terms of slots and dollars) further minimizes the likelihood of a highly competitive environment.

18. A stable or growing local economy appears to increase the likelihood of the private sector positively impacting program operations, e.g., an increased variety and number of on-site exposures, higher quality of on-site experiences. However, this positive linkage between program operations and economic forces may be exacerbated where economic growth is occurring outside the program area. Thus, this linkage is conditional upon the presence of adequate and accessible local transportation. In addition, the economic growth of the area may offer youth other more attractive opportunities which may compete with a vocational exploration program.

Structure of the Report

The remainder of this report is divided into five sections. The strategies and assumptions underlying the research design are reported in Section II. Data collection procedures, instrumentation, and program outcome measures are discussed.

Section III contains a description and analysis of enrollee outcomes. The pre-test and post-test data are used to describe enrollee characteristics, world of work attitudes and cognitions. Four analytical procedures are then reported including (a) difference of means, (b) gain measurement, (c) factor analysis, and (d) multiple regression.

Section IV contains material assessing program approaches and implementation features. The material focuses on VEP program operations and includes subsections on administration, staffing, worksite development, enrollee recruitment and selection, orientation, program content, and worksite analysis.

Section V of this report contains an analysis of the impact of environmental factors on the VEP program. Political, social, geographic, and economic factors are analyzed for their influence on program operations, e.g., availability of alternative programs, relationships among key actors.

Section VI is the technical appendix to the report. The appendix includes (a) sites visited by CUP, (b) 1978 VEP Youth Application, (c) Instructions for Coordinators: Pre-Program, (d) Pre-Program Survey Instrument, English and Spanish language versions, (e) Instruction for Coordinators: Post-Program, (f) Post-Program Survey Instrument, English and Spanish language versions, (g) Format for Intensive Site Visits, and (h) the Code Book and final frequency distribution.

II. RESEARCH DESIGN

The Vocational Exploration Program is designed to provide economically disadvantaged youth an opportunity to explore career opportunities in the private sector. Its central programmatic objective is to ease the transition from school to work through the development of cognitive and attitudinal skills appropriate to the world of work. However, as Garth Mangum and John Walsh recently stated, "despite over 17 years of public experimentation with employment and training programs for youth, our knowledge of what works best for whom is at best sketchy and at worst non-existent" (Employment and Training Programs for Youth: What Works Best for Whom?, 1978).

The Center for Urban Programs attempted to narrow the gap of knowing what works best for whom by addressing four major research questions:

(1) What are the attitudinal and cognitive effects of the VEP program youth (e.g., attitudes toward work and school, knowledge of work rules and employer practices, career and life expectations, etc.)?

(2) Do various combinations of program components have differential effects on enrollees?

(3) What is the VEP program impact on regular enrollees in comparison to special emphasis enrollees (e.g., handicapped, ex-offenders, and non-traditionals)?

(4) How does VEP compare with other summer youth programs (i.e., SPEDY) in achieving these effects?

Several assumptions and limitations argue against the ability of this research effort to completely answer the question of what works best for whom. As is true of any quasi-experimental design involving comparison groups, the major threat to validity is selection. Without the random assignment of an initial pool of eligible youth to the VEP and SPEDY programs, one remains uncertain about the programmatic effects on enrollee attitudes and cognitions.

Another limitation of the research effort centers on the measurement of short-term changes rather than the long-term durability of the change. Whether VEP enrollees retain any cognitive or attitudinal changes that enhance the likelihood of a smooth transition from school to work remains unanswered. Lacking longitudinal data on enrollee performance seriously impairs the ability of this research to provide the "demonstration effect."

Finally, and perhaps most important, much of this research effort is directed toward measuring cognitive and attitudinal changes rather than behavioral differences. We are measuring enrollee predispositions toward the work world. Whether enrollees will translate these predispositions into specific behaviors (e.g., believing in the importance of filling out accurately and thoroughly an employment application and actually behaving in that fashion) remains untested.

Research Approach

The major objective of the research effort was to develop a profile of VEP enrollees through an assessment of cognitive and attitudinal changes resulting from participation in the Summer 1978 program. To accomplish this objective, three research strategies were used. First, a quasi-experimental research design resulted in the construction and administration of a pre-program and post-program survey instrument to VEP youth and a sample of SPEDY enrollees. A nonequivalent control group (a sample of SPEDY enrollees) was used for before and after comparisons. The second and third strategies involved a field research approach designed to assess the qualitative factors contributing to enrollee performance. Site visits by CUP personnel to twenty-one cities involving forty-four operating programs were undertaken to identify innovative program approaches and to observe variations in implementation.

The third strategy involved more intensive site visits to six of the twenty-one cities to analyze the political, social, and economic environments in which the VEP program operated. The intensive site visits were designed to secure information on program-environment interrelationships that may assist in explaining variations in enrollee performance.

Analytic Design

The analytic design required qualitative and quantitative data analysis routines focused upon the interrelationships among enrollee background, program characteristics, and enrollee attitudinal and cognitive changes.

The primary independent variables were enrollee demographic characteristics including age, sex, race, highest grade completed, welfare status, and membership in a special emphasis group, e.g., ex-offender, handicapped, or non-traditional role.

The central dependent variables were the degree and direction of change in enrollee attitudes and cognitions having the following conceptual focus:

1. Career Aspirations
2. Value of Education
3. Entry Expectations and Exit Evaluation of Program
4. Knowledge of the Work World in areas such as employer requirements, employee behaviors, job search mechanisms, and occupational information.
5. Attitudes Toward Work including measures of work ethic and orientations toward organized labor;
6. Attitudes Toward Self and Society in areas such as life satisfaction, self-esteem, personal efficacy, and interpersonal trust;
7. Attitudes Toward Law including measures of role perceptions and

citizenship; and

8. Sex-Role Orientations focusing on perceptions of appropriate sex roles both in social settings and in job-related situations.

Selection of Subjects

The universe was defined as all enrollees in the Summer, 1978 VEP programs (VEP III) in every city that operated a VEP program the previous year (VEP II). The pre-program and post-program survey was to have been administered to all enrollees in the VEP III cities meeting that criterion. No sampling of the universe was intended for the study. Rather, the instruments were to be administered to the universe of enrollees, thereby enabling the Center to have sufficient data for detailed analysis of various subgroups of VEP participants. However, the system for identifying programs was faulty and resulted in several programs that did not participate in the pre-program and post-program survey activity.

The Center was not notified by the NAB Washington Office in time to administer the pre-program instrument in nine of the 140 possible Summer, 1978 programs. In addition, information was never received on eight other subcontracts. As a result, the data constitutes a non-random sample.

In each of eight VEP III cities, the instrument was administered to a sample of 250 SPEDY enrollees. SPEDY program personnel sampled enrollees on a random basis designed by the Center.

Instrumentation

The questionnaire used in this study, available in both English and Spanish language versions, attempted to tap several dimensions of work related attitudes. The questions making up each of the subscales were for the most part taken from existing literature. There were, however, some questions added to each of the scales by Center personnel. The potential for scaling all dimensions was somewhat limited by the fact that several operational definitions were limited to two or three items. Although using more items for each of the subscales would have been desirable, this was not possible because of the conflicting need to develop an instrument of reasonable length (approximately thirty minutes for execution).

Although the two instruments are essentially the same (the post-survey differed from the pre-survey in that it asked for an exit evaluation from the enrollee), there was little danger that the pre-program survey would contaminate the responses given on the post survey. This was due to the seven to eight week interval between the two test periods. Therefore, any changes tapped by the instrument more likely represented true attitudinal and cognitive changes than any artifact of the testing procedure.

Besides the questionnaire, site visits were utilized to identify innovative program approaches and to observe variations in program implementation. Eight areas of concern guided site investigators when visiting various programs. The eight areas included:

(1) Program Organization and Administration

(2) Recruitment and Selection of Enrollees

(3) Enrollee Orientation

(4) Program Content

(5) Characteristics of Work Sites

(6) Enrollee Perceptions of Program

(7) Coordinators Perceptions of Program

(8) Local Monitoring and Evaluation.

The specific questions asked in each of these areas is contained in the VEP III site analysis form.

The Center's third research strategy, intensive site visits to selected cities conducting VEP programs, provided data to analyze the socio-economic and poltical climate in which the various programs operated. Information on other youth employment programs available in the area, the relationships among various programs and actors (e.g., labor unions, school systems, prime sponsors, principal employers), and socio-demographic data for the area were analyzed. Data sources included (a) Annual Planning Reports, (b) Prime Sponsor Agreements, (c) Plans for various titles, (d) Quarterly Summary of Youth Characteristics, (e) Local Educational Agreements, and (f) other pertinent reports as available.

Survey and Field Procedures

Three systems were developed to implement survey and field procedures including: (1) a method for identifying programs eligible for participation in the study; (2) instructions to program personnel for administering the instruments; and (3) use of criteria for selection of site visits.

The system for identifying programs called for the NAB/HRDI Vocational Exploration Program Office to inform CUP on a daily basis of the existence of a funded program. The Center was to receive the following information: (1) Program Operator and address, (2) initial contact person, (3) telephone number, (4) start-up date for enrollees, (5) start-up date for coordinators, (6) total number of enrollee slots, (7) number of anticipated enrollees in special emphasis groups, and (8) whether the program was running as a single or umbrella operation.

Attempts were made to contact all programs made known to CUP by the Program Office. Survey instruments were sent to all those programs where information was received in time to insure delivery before the start-up date. As noted previously, CUP was notified too late to have the pre-program instrument administered in nine programs. In addition, the Center was never informed officially of the existence of eight other programs.

Program personnel were given written instructions for administering the pre-program and post-program instruments. In the site visited cities, coordinators were given a two-hour training session on instrument administration. Coordinators were informed that no instruments were to be given to youth after the first operational week of the program unless the planned intake of groups of enrollees was staggered over a longer period of time. The post-program instrument was to be given before any formal program orientation or components were discussed. The consent forms, pre-program surveys, and post-program instruments were to be given to youth in a group setting with instructions and questions read to the enrollees. The pre-program and post-program survey instructions are included in the technical appendix to this report.

Eight criteria were used to guide the selection process of site visited cities. The criteria were: (1) geographic location and DOL regions, (2) size of city, (3) size of program, (4) availability of special emphasis groups in program, (5) potential for VEP/SPEDY prime sponsor programs, (6) history of innovation attempts, (7) time frame for program start-up, and (8) potential for clustering sites for coordinator training. CUP visited forty-five programs in twenty-one cities. In addition, two SPEDY/VEP programs and eight SPEDY programs were visited. The cities selected for site visits are found in the technical appendix.

Data Collection and Recording

Program personnel were responsible for the return shipment within one week of all completed pre-program instruments, consent forms, refusals, unused instruments, and copies of the intake form for all enrollees who were expected to complete the program. The same process of data collection was used for return of the post-program instruments and related material. In general, program operators were very cooperative in returning materials within the requested time frame.

As questionnaires, consent forms, and intake forms were received from the programs, a double blind procedure was utilized by CUP to guarantee the anonymity of the respondents. At no time was any one person in possession of the consent form, instrumentation, and the enrollee application. All documentation other than the instrumentation was destroyed after coding.

The coding process was relatively straightforward with the exception of the two open-ended questions on type of preferred job and sources of information about job openings (questions 3 and 5, respectively on the pre-program and post-program surveys). Coders used the three digit Dictionary of Occupational Titles classification to code type of preferred job responses. The code covering information sources for job openings was developed by the Center. A copy of the coding manual is appended to this report.

III. OUTCOME PROFILE

This section of the report is divided into two main parts. The first describes the social background characteristics of VEP and SPEDY enrollees. The second part is subdivided into four subsections: (1) a difference of means analysis of outcomes; (2) measurement of attitudinal and cognitive improvements or gains; (3) factor analysis of the pre-program and post-program survey data, and (4) a multiple regression analysis of enrollee characteristics and outcomes.

Enrollee Profile

VEP enrollees were older than SPEDY enrollees and had completed more years of schooling. As a group VEP had a slightly higher proportion of Blacks, but the male/female ratio for the two groups was practically identical.

The modal age for VEP was 16 while that for SPEDY was less than 16. While only 5.7 percent of VEP enrollees were under 16, 41.5 percent of SPEDY enrollees were less than 16. Almost three-fourths of VEP enrollees were 16 to 18, but less than half of the SPEDY enrollees were in this age cohort.

Since VEP enrollees were older, it is to be expected that they would have completed more years in school. As can be seen in Table 3.1, this proved to be the case. The difference is much greater, however, than appears from a casual inspection of Table 3.1. One-fourth of the SPEDY enrollees have an eighth grade education or less; while only two percent of the VEP enrollees are in this category. Again, over ninety percent of the VEP enrollees had completed at least 10th grade and over one-third had completed high school. The same is true of 55 percent and eight percent of SPEDY enrollees respectively.

VEP and SPEDY had virtually the same male/female ratio (48 and 52 percent respectively). However, individual VEP programs often had a significantly higher female enrollment. Several VEP program operators offered a possible explanation for this difference. They noted that the minimum age was not an attraction to males in their area. Males could receive a higher wage and/or more hours elsewhere. A casual inspection of the data from individual programs seems to suggest that programs run in areas of low unemployment had some difficulty attracting males. Since SPEDY programs were made up of younger youth, they were unlikely to encounter this problem.

Although not statistically significant, VEP had a higher proportion of blacks than did SPEDY. While only one in five VEP enrollees was white, one in four SPEDY enrollees was white. A little less than two-thirds (62.8 percent of VEP enrollees and more than half (57.3 percent) of SPEDY enrollees were black. While ten percent are Spanish surnamed in VEP when compared with fifteen percent in SPEDY, it should be kept in mind that the VEP data is drawn from a much more geographically spread area than is the SPEDY data.

VEP had several target populations for the 1978 Summer program. Over one-fourth of the enrollees were in a special emphasis category. About twelve percent were youth offenders, just under ten percent were handicapped, and five percent were non-traditionals.

TABLE 3.1
FREQUENCY AND PERCENTAGE DISTRIBUTION OF VEP AND SPEDY ENROLLEE CHARACTERISTICS

Demographic Characteristics	VEP Enrollees		SPEDY Enrollees	
	f	%	%	%
Age				
Less than 16	248	5.1%	660	41.5%
16	1383	28.5	356	22.4
17	1263	26.0	276	17.3
18	877	18.0	123	7.7
10	460	9.5	74	4.7
20	280	5.8	33	2.1
21	184	3.8	25	1.6
Over 21	14	.3	---	----
Unknown	150	3.1	44	2.8
Sex				
Male	2291	47.1	760	47.8
Female	2568	52.9	831	52.2
Race				
White	1034	21.3	394	24.8
Black	3012	62.0	911	57.3
Native American	55	1.1	7	0.4
Oriental	58	1.2	25	1.6
Spanish Surname	508	10.5	231	14.5
Other	17	0.3	6	0.4
Unknown	175	3.6	17	1.1
Highest Grade				
8th or less	97	2.0	415	26.1
9	393	8.1	301	18.9
10	1199	24.9	262	16.5
11	1358	27.9	223	14.0
12	1091	22.5	72	4.5
more than 12	535	11.0	50	3.1
Other	30	0.6	---	----
Unknown	151	3.1	268	16.8
GED	5	0.1	---	----

TABLE 3.1 (continued)

Demographic Characteristics	VEP Enrollees f	VEP Enrollees %	SPEDY Enrollees f	SPEDY Enrollees %
Welfare Status				
AFDC	922	19.0	600	37.7
Other	732	15.1	256	16.1
Both	21	0.4	23	1.4
Yes, Unspecified	2	0.0	86	5.4
No Welfare	2531	52.1	582	36.6
Unknown	651	13.4	44	2.8
Special Emphasis				
Handicapped	401	8.3	Not Applicable	
Youth Offender	561	11.5	NA	
Non-traditional	258	5.3	NA	
Regular	3457	71.1	NA	
Unknown	182	3.7	NA	

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DIFFERENCE OF MEANS

Table 3.2 and Table 3.3 compare the VEP and SPEDY enrollees' pre-test responses on attitudes toward work and social attitudes. The purpose of these comparisons was to ascertain whether the two groups were significantly different on these dimensions at the beginning of the programs. The data suggest that at the start of the programs the two groups were similar. There did not appear to be a skewing of the population, with those more likely to succeed going to one or the other of the programs.

Table 3.4 reports the pre- and post-test differences of VEP enrollees on social attitudes. In general, the direction of the net changes tend to support the thrust of the summer youth program effort. There are two notable exceptions to this. The personal efficacy subscale tends to show a decrease in feelings of being able to exert some control in one's environment. Citizenship attitudes also appear to become increasingly negative.

Table 3.5, which reports on attitudes toward world of work, shows a tendency towards increasing negative attitudes. It may be that enrollees are being socialized into the attitudes of older workers. Belief in ability to change the system or the environment (efficacy), the absoluteness of Law (citizenship), and ideal work norms seem to be indicative of the idealism of youth. Contact with older workers may act to lessen such idealistic views. Further analysis will be needed to verify such a hypothesis. However, if this hypothesis is correct it is logical to assume that the greater the contact between youth enrollees and workers, the more pronounced will be the negative trend among the youth. SPEDY pre/post comparisons indicate that this is in fact the case.

Table 3.6 and 3.7 report the SPEDY pre-test and post-test comparisons on

TABLE 3.2
VEP AND SPEDY WORLD OF WORK ATTITUDES ON THE PRE-TEST

Concept	VEP $\overline{X}$	SPEDY $\overline{X}$
8. Attitudes toward world of work		
Q. 10	1.26	1.36
Q. 11	1.27	1.47
Q. 12	1.43	1.59
Q. 13	2.47	2.65
Q. 14	2.06	2.07
Q. 15	1.48	1.56
Q. 16	2.39	2.72
Q. 17	1.24	1.34
Q. 18	1.40	1.51
Q. 19	1.69	1.99
Q. 20	1.88	2.02
Q. 21	2.20	2.15
Q. 22	1.44	1.48
Q. 24	1.45	1.51
Q. 25	2.47	2.65
Q. 27	2.14	2.30
Q. 28	1.60	1.69
9. Attitudes toward labor		
Q. 23	1.87	2.13
Q. 26	2.59	2.72

TABLE 3.3
VEP AND SPEDY ENROLLEE ATTITUDES ON THE PRE-TEST

CONCEPT	VEP $\overline{X}$	SPEDY $\overline{X}$	DIFFERENCE
1. Life Satisfaction			
Q. 29	2.01	1.94	-.07
Q. 30	2.21	2.17	-.04
2. Self-Esteem			
Q. 31	1.50	1.63	.13
Q. 32	3.07	3.14	.07
Q. 33	1.43	1.64	.21
Q. 34	1.59	1.73	.14
3. Personal Efficacy			
Q. 35	1.82	2.03	.21
Q. 36	2.62	2.70	.08
Q. 37	2.45	2.56	.11
Q. 38	2.92	3.11	.19
Q. 39	1.56	1.72	.16
4. Interpersonal Trust			
Q. 40	3.73	3.59	-.14
Q. 41	2.08	2.13	.05
Q. 42	3.77	3.71	-.06
5. Attitudes Toward Criminal Justice System			
Q. 43	3.29	3.19	-.10
Q. 44	2.60	2.50	-.10
Q. 45	2.93	3.04	.11
6. Citizenship Attitudes			
Q. 46	1.58	1.73	.15
Q. 47	2.06	2.37	.31
Q. 48	1.53	1.74	.21
Q. 49	1.45	1.68	.23
7. Sex-Role Orientations			
Q. 50	2.22	2.33	.11
Q. 51	1.97	2.18	.21
Q. 52	1.94	2.10	.06
Q. 53	1.93	2.15	.22
Q. 54	2.00	2.05	.05

TABLE 3.4
VEP ENROLLEES PRE- AND POST-TEST SOCIAL MEASURES

	VEP Pre-Test				VEP Post-Test				
CONCEPT	$\overline{X}_1$ Pre-test	% (+)	% (U)	% (-)	$\overline{X}_2$	% (+)	% (U)	% (-)	$\overline{X}_1-\overline{X}_2$
1. Life Satisfaction									
Q. 29	2.01	76.6	7.5	15.8	1.80	82.6	7.5	10.0	+.21
Q. 30	2.21	61.3	25.4	13.3	2.07	66.7	24.0	9.3	.14
2. Self Esteem									
Q. 31	1.50	87.8	4.6	7.5	1.49	87.5	5.4	7.1	.01
Q. 32	3.07	40.7	9.9	49.4	3.02	43.6	11.0	45.5	.05
Q. 33	1.43	92.5	5.3	2.2	1.40	92.6	5.2	2.1	.03
Q. 34	1.59	82.9	7.2	9.9	1.65	81.3	7.7	11.0	-.06
3. Personal Efficacy									
Q. 35	1.82	78.7	4.5	16.8	1.87	76.7	6.0	17.3	-.05
Q. 36	2.62	55.7	10.5	33.8	2.57	57.2	12.0	30.7	.05
Q. 37	2.45	58.1	15.3	26.6	2.40	59.3	16.0	24.8	.05
Q. 38	2.92	47.0	9.7	43.3	2.96	45.8	9.7	44.5	-.04
Q. 39	1.56	91.0	3.6	5.4	1.60	89.5	4.9	5.7	-.04
4. Interpersonal Trust									
Q. 40	3.73	17.6	16.2	66.2	3.80	16.3	14.6	69.1	-.07
Q. 41	2.08	76.5	11.1	12.4	2.04	76.7	11.8	11.7	.04
Q. 42	3.77	22.0	9.2	68.8	3.74	22.5	10.0	67.5	.03
5. Attitudes Toward Criminal Justice System									
Q. 43	3.29	27.5	27.0	45.5	3.31	26.3	27.4	46.3	.08
Q. 44	2.60	49.5	23.4	27.1	2.56	52.0	21.6	26.4	.04
Q. 45	2.93	38.6	25.2	36.2	2.97	38.2	25.9	37.9	-.04

TABLE 3.4 (continued)

	VEP Pre-Test				VEP Post-Test				
CONCEPT	Pre-Test	% (+)	% (U)	% (-)	$\bar{X}_2$	% (+)	% (U)	% (-)	$\bar{X}_1-\bar{X}_2$
6. Citizenship Attitudes									
Q. 46	1.58	83.9	9.6	6.6	1.62	82.1	10.7	7.2	-.04
Q. 47	2.06	67.2	16.6	16.2	2.15	64.5	17.2	18.3	-.09
Q. 48	1.53	85.4	7.3	7.3	1.67	81.3	8.09	10.8	-.14
Q. 49	1.45	88.7	3.1	8.2	1.52	86.2	4.5	9.3	-.07
7. Sex-Role Orientations									
Q. 50	2.22	68.0	10.8	21.2	2.09	71.2	11.5	17.3	.13
Q. 51	1.97	73.4	10.5	16.1	1.99	72.8	10.1	17.1	-.02
Q. 52	1.94	72.9	13.0	14.1	1.85	75.2	13.3	11.6	.09
Q. 53	1.93	70.9	16.9	12.2	2.05	67.6	17.2	15.2	-.12
Q. 54	2.00	77.0	7.7	15.3	1.96	77.9	8.0	14.1	.04

TABLE 3.5
VEP ENROLLEES PRE- AND POST-TEST ATTITUDE TOWARD THE WORLD OF WORK

CONCEPT	VEP PRE-TEST				VEP POST-TEST				
	$\overline{X}_1$	% (+)	% (U)	% (-)	$\overline{X}_2$	% (+)	% (U)	% (-)	$\overline{X}_1-\overline{X}_2$
8. ATTITUDES TOWARD WORLD OF WORK									
Q. 10	1.26	93.6	1.9	4.5	1.32	92.0	2.0	5.9	-.06
Q. 11	1.27	93.6	1.5	4.9	1.30	92.9	1.7	5.4	-.03
Q. 12	1.43	89.0	4.0	7.0	1.43	88.8	3.9	7.3	.00
Q. 13	2.47	54.7	18.5	26.9	2.44	57.4	15.6	27.0	.03
Q. 14	2.06	77.0	8.4	14.7	1.93	80.2	8.2	11.6	.13
Q. 15	1.47	90.6	3.0	6.4	1.51	90.5	3.2	6.3	-.03
Q. 16	2.39	65.2	8.4	26.4	2.10	74.8	6.7	18.5	.29
Q. 17	1.24	94.5	1.4	4.1	1.30	92.9	2.0	5.1	-.06
Q. 18	1.40	92.3	3.8	3.9	1.34	94.0	2.6	3.4	.06
Q. 19	1.69	83.5	2.9	13.6	1.87	78.5	3.7	17.8	-.18
Q. 20	1.88	75.1	11.7	13.2	1.90	74.5	10.8	14.7	-.02
Q. 21	2.20	69.4	11.9	18.7	2.07	72.8	12.6	14.6	.13
Q. 22	1.44	91.1	3.8	5.1	1.45	91.1	3.9	4.9	-.01
Q. 24	1.45	91.6	3.9	4.4	1.47	91.5	4.0	4.6	-.02
Q. 25	2.47	63.3	5.8	30.9	2.47	62.2	8.2	29.6	.00
Q. 27	2.14	70.4	5.4	24.2	2.20	67.7	7.6	24.7	-.06
Q. 28	1.60	87.6	5.5	6.8	1.57	88.6	5.6	5.8	.03
9. ATTITUDES TOWARD LABOR									
Q. 23	1.87	70.5	26.0	3.5	1.82	72.6	23.4	4.0	.05
Q. 26	2.59	40.4	42.4	17.2	2.50	46.0	36.9	17.1	.09

social attitudes and attitudes toward the world of work. As can be seen, the negative trend is slightly more pronounced. Negative trends are apparent on the personal efficacy scale, the interpersonal trust scale and the criminal justice system scale. The citizenship scale shows some negative tendency, but further analysis is needed to determine exactly what has occurred regarding the attitudes on this dimension. It is significant that the major difference between the two programs is that the SPEDY enrollees actually work at their job sites, thus presumably having more contact with the older employees.

Table 3.8 displays the magnitude of social and work attitudinal change among VEP and SPEDY enrollees. For fourteen of the twenty-six indicators of social attitudes, the magnitude of positive change was larger among VEP than SPEDY enrollees. Concerning attitudes toward the world of work, twelve of the seventeen indicators showed the magnitude of positive change to be greater among VEP enrollees. Finally, favorable attitudes toward organized labor increased more among VEP than SPEDY enrollees. However, with few exceptions, the magnitude of the attitudinal changes were minimal.

Table 3.9 displays the proportion of correct responses to six job descriptions. Overall, little difference can be found in comparing VEP with SPEDY enrollees. The magnitude of change does not appear to be related to program type. The data does show, however, that VEP enrollees tend to be more knowledgeable about these jobs than their SPEDY counterparts.

Table 3.10 and Table 3.11 display indicators of world of work attitudes and cognitions among VEP and SPEDY enrollees with age controlled. Table 3.10 shows that for two of the three attitudinal indicators, controlling for age does not substantially alter the magnitude of attitudinal change. When VEP enrollees were asked to respond to dress conformity on the job (Q. 16), the controlled

TABLE 3.6
SPEDY ENROLLEES PRE- AND POST-TEST SOCIAL ATTITUDES

	SPEDY PRE-TEST				SPEDY POST-TEST				
CONCEPT	$\bar{X}_1$ Pre-test	% (+)	% (U)	% (-)	$\bar{X}_2$	% (+)	% (U)	% (-)	$\bar{X}_1-\bar{X}_2$
1. Life Satisfaction									
Q. 29	1.94	77.6	9.3	13.2	1.88	79.6	9.8	10.6	+.06
Q. 30	2.17	62.9	26.1	11.1	2.07	67.7	22.7	9.6	+.10
2. Self Esteem									
Q. 31	1.63	83.8	6.8	9.5	1.61	84.7	6.4	8.9	+.02
Q. 32	3.14	35.5	16.3	48.2	2.98	41.3	16.0	42.7	+.16
Q. 33	1.64	85.5	10.6	3.9	1.63	87.1	8.1	4.8	+.01
Q. 34	1.73	78.0	11.2	10.7	1.80	76.2	12.7	11.1	-.07
3. Personal Efficacy									
Q. 35	2.03	71.4	6.7	22.0	2.10	68.7	8.0	23.3	-.07
Q. 36	2.70	51.7	14.2	34.1	2.61	54.1	14.8	31.1	+.09
Q. 37	2.56	53.9	16.2	29.9	2.47	57.9	16.9	25.3	+.09
Q. 38	3.11	39.9	14.0	46.1	3.18	36.8	13.5	49.6	-.07
Q. 39	1.72	84.8	7.8	7.4	1.78	84.0	8.6	7.5	-.06
4. Interpersonal Trust									
Q. 40	3.59	17.8	23.0	59.3	3.65	17.7	21.3	61.1	-.16
Q. 41	2.13	74.4	13.0	12.6	2.14	74.5	11.6	13.8	-.01
Q. 42	3.71	22.0	13.0	65.0	3.63	25.3	10.7	64.1	+.08
5. Attitudes Toward the Criminal Justice System									
Q. 43	3.19	30.3	27.3	42.5	3.21	27.8	32.0	40.1	-.02
Q. 44	2.50	50.7	26.2	23.1	2.42	55.0	23.7	21.2	+.08
Q. 45	3.04	33.5	26.9	39.6	3.06	32.2	30.4	37.5	-.02

TABLE 3.6 (continued)

	SPEDY PRE-TEST				SPEDY POST-TEST				
CONCEPT	$\bar{X}_1$ Pre-test	% (+)	% (U)	% (-)	$\bar{X}_2$	% (+)	% (U)	% (-)	$\bar{X}_1$-$\bar{X}_2$
6. Citizenship Attitudes									
Q. 46	1.73	77.9	15.1	7.1	1.80	78.1	13.6	8.3	-.07
Q. 47	2.37	56.2	21.5	22.3	2.36	57.3	20.4	22.3	+.01
Q. 48	1.74	78.2	10.7	11.1	1.77	77.2	9.9	12.9	-.03
Q. 49	1.68	81.5	5.6	12.9	1.67	81.7	6.4	11.9	+.01
7. Sex-Role Orientations									
Q. 50	2.33	61.7	17.0	21.2	2.23	66.5	12.3	21.1	+.10
Q. 51	2.18	65.7	12.3	21.9	2.09	69.2	12.6	18.2	+.09
Q. 52	2.10	65.1	20.2	14.7	2.07	68.0	16.5	15.4	+.03
Q. 53	2.15	62.2	20.9	16.8	2.18	62.8	20.3	17.0	-.03
Q. 54	2.05	74.6	10.1	15.2	2.02	75.1	10.9	14.0	+.03

TABLE 9.7
SPEDY ENROLLEES PRE- AND POST-TEST ATTITUDE TOWARD THE WORLD OF WORK

	SPEDY PRE-TEST				SPEDY POST-TEST				
CONCEPT	$\overline{X}_1$	% (+)	% (U)	% (-)	$\overline{X}_2$	% (+)	% (U)	% (-)	$\overline{X}_1-\overline{X}_2$
8. ATTITUDES TOWARD WORLD OF WORK									
Q. 10	1.36	91.6	2.0	6.4	1.43	89.3	3.7	7.0	-.07
Q. 11	1.47	98.3	3.7	8.0	1.49	88.1	3.8	8.1	-.02
Q. 12	1.59	83.3	7.0	9.6	1.68	79.7	9.0	11.4	-.09
Q. 13	2.65	46.9	26.1	27.0	2.63	47.1	25.1	27.8	+.02
Q. 14	2.07	76.0	11.1	12.9	1.95	79.5	10.4	10.1	+.12
Q. 15	1.56	87.6	4.3	8.1	1.64	87.0	5.1	8.0	-.08
Q. 16	2.72	55.3	11.3	33.4	2.54	63.5	8.4	28.0	+.18
Q. 17	1.34	91.6	3.3	5.1	1.49	87.8	4.5	7.7	-.15
Q. 18	1.51	88.4	7.9	3.7	1.43	91.7	4.9	3.4	+.08
Q. 19	1.99	74.5	6.2	19.3	2.02	73.1	7.8	19.1	-.03
Q. 20	2.02	67.9	19.3	12.9	2.03	69.4	13.6	17.1	-.01
Q. 21	2.15	69.3	13.9	16.8	2.07	71.7	14.6	13.7	+.08
Q. 22	1.48	90.5	4.2	5.4	1.53	89.4	5.5	5.1	-.05
Q. 24	1.51	89.4	5.1	5.5	1.63	86.7	5.9	7.4	-.12
Q. 25	2.65	54.9	10.3	34.9	2.59	56.6	11.3	32.1	+.06
Q. 27	2.30	62.8	10.4	26.9	2.27	65.3	8.6	16.1	+.03
Q. 28	1.69	84.8	7.2	8.0	1.70	85.2	7.2	7.6	-.01
9. ATTITUDES TOWARD LABOR									
Q. 23	2.13	58.6	35.9	5.6	2.16	56.5	37.6	6.0	-.03
Q. 26	2.72	34.7	47.1	18.1	2.82	29.6	49.8	20.6	-.10

TABLE 3.8
MAGNITUDE OF SOCIAL ATTITUDE AND WORK ATTITUDE CHANGE AMONG VEP AND SPEDY ENROLLEES

	MEAN DIFFERENCES	
CONCEPT	SPEDY	VEP
1. Life Satisfaction		
Q. 29	+.06	+.21
Q. 30	+.10	+.14
2. Self Esteem		
Q. 31	+.02	+.01
Q. 32	+.16	+.05
Q. 33	+.01	+.03
Q. 34	-.07	-.06
3. Personal Efficacy		
Q. 35	-.07	-.05
Q. 36	+.09	+.05
Q. 37	+.09	+.05
Q. 38	-.07	-.04
Q. 39	-.06	-.04
4. Interpersonal Trust		
Q. 40	-.16	-.07
Q. 41	-.01	+.04
Q. 42	+.08	+.03
5. Attitudes Towards the Criminal Justice System		
Q. 43	-.02	+.08
Q. 44	+.08	+.04
Q. 45	-.02	-.04
6. Citizenship Attitudes		
Q. 46	-.07	-.04
Q. 47	+.01	-.09
Q. 48	-.03	-.14
Q. 49	+.01	-.07
7. Sex-Role Orientation		
Q. 50	+.10	+.13
Q. 51	+.09	-.02
Q. 52	+.03	+.09
Q. 53	-.03	-.12
Q. 54	+.03	+.04
8. Attitudes Toward World of Work		
Q. 10	-.07	-.06
Q. 11	-.02	-.03
Q. 12	-.09	.00
Q. 13	+.02	+.03
Q. 14	+.12	+.13
Q. 15	-.08	-.03
Q. 16	+.18	+.29
Q. 17	-.15	-.06
Q. 18	+.08	+.06
Q. 19	-.03	-.18
Q. 20	-.01	-.02
Q. 21	+.08	+.13

TABLE 3.8
(continued)
MAGNITUDE OF SOCIAL ATTITUDE AND WORK ATTITUDE CHANGE AMONG VEP AND SPEDY ENROLLEES

CONCEPT	MEAN DIFFERENCES SPEDY	MEAN DIFFERENCES VEP
8. Attitudes Toward World of Work (continued)		
Q. 22	-.05	-.01
Q. 24	-.12	-.02
Q. 25	+.06	.00
Q. 27	+.03	-.06
Q. 28	-.01	+.03
9. Attitudes Toward Labor		
Q. 23	-.03	+.05
Q. 26	-.10	+.09

TABLE 3.9
COGNITIVE DIFFERENCES BETWEEN VEP AND SPEDY ENROLLEES, CONTROLLING FOR AGE*

	VEP						SPEDY					
	PRE-TEST			POST-TEST			PRE-TEST			POST-TEST		
JOBS	16	16-17	18+	16	16-17	18+	16	16-17	18+	16	16-17	18+
Hospital Orderly	51.5	55.6	66.6	58.8	58.7	68.0	52.9	56.5	55.8	53.2	53.9	60.0
Keypunch Operator	52.1	54.1	64.2	60.6	56.7	67.4	47.3	58.8	58.3	54.8	56.8	61.7
Department Store Buyer	49.7	49.7	60.0	50.9	50.1	63.6	43.6	44.3	58.3	47.6	49.6	55.8
Machinist	37.6	34.7	40.5	30.3	33.7	40.6	30.3	33.6	42.5	35.6	34.8	46.7
Dietician	38.8	49.5	68.3	48.5	57.4	71.7	30.9	47.8	58.3	42.3	47.2	59.2
Forklift Operator	60.0	61.7	69.5	49.1	60.6	62.3	56.6	55.1	56.7	54.5	60.3	68.2

*Entries are the percent correctly identifying job duties.

TABLE 3.10 A
SOCIAL ATTITUDINAL DIFFERENCES BETWEEN VEP AND SPEDY CONTROLLING FOR AGE OF ENROLLEE

CONCEPT		PRE-TEST			POST-TEST			UNCONTROLLED MEAN DIFFERENCE	CONTROLLED MEAN DIFFERENCES		
		16 $\overline{X}_1$	16-17 $\overline{X}_3$	18+ $\overline{X}_5$	16 $\overline{X}_2$	16-17 $\overline{X}_4$	18+ $\overline{X}_6$		$\overline{X}_1-\overline{X}_2$	$\overline{X}_3-\overline{X}_4$	$\overline{X}_5-\overline{X}_6$
Life Satisfaction											
Q. 29	VEP	1.93	1.94	2.13	1.70	1.76	1.88	+.21	+.22	+.18	+.25
	SPEDY	1.87	1.94	2.10	1.82	1.93	1.92	+.06	+.05	+.01	+.18
Q. 30	VEP	2.11	2.20	2.23	2.05	2.03	2.10	+.14	+.06	+.17	+.13
	SPEDY	2.13	2.23	2.16	2.02	2.14	2.04	+.10	+.11	+.09	+.12
Sex-Role Orientation											
Q. 50	VEP	2.35	2.18	2.25	2.17	2.07	2.12	+.13	+.18	+.11	+.13
	SPEDY	2.47	2.22	2.18	2.40	2.07	2.18	+.10	+.07	+.15	+.00

TABLE 3.10 B
WORLD OF WORK ATTITUDINAL DIFFERENCES BETWEEN VEP AND SPEDY ENROLLEES, CONTROLLING FOR AGE

CONCEPT	PRE-TEST			POST-TEST			UNCONTROLLED MEAN DIFFERENCE	CONTROLLED MEAN DIFFERENCES		
	<16 X_1	16-17 X_3	18+ X_5	<16 X_2	16-17 X_4	18+ X_6		$\overline{X}_1-\overline{X}_2$	$\overline{X}_3-\overline{X}_4$	$\overline{X}_5-\overline{X}_6$
ATTUTUDE TOWARD WORLD-OF-WORK										
Q. 16 VEP	2.64	2.41	2.31	2.37	2.11	2.05	+.29	+.27	+.30	+.26
SPEDY	2.92	2.61	2.36	2.63	2.48	2.37	+.18	+.29	+.13	-.01
Q. 14 VEP	3.52	2.02	2.10	1.88	1.92	1.93	+.13	+1.64	+.10	+.17
SPEDY	3.15	2.14	2.08	1.93	1.93	2.07	+.12	+1.22	+.21	+.01
Q. 21 VEP	2.23	2.17	2.23	2.07	2.05	2.07	+.13	+.16	+.12	+.16
SPEDY	2.22	2.10	2.03	2.07	2.10	1.98	+.08	+.15	+.00	+.05

mean differences remained unchanged. A similar pattern is found for our measure of a work ethic (Q. 21). Age does appear to make a difference in the VEP enrolllee attitude toward the utility of friends as reference points for job openings (Q. 14). Among the less than sixteen year old VEP enrollees, the mean differences improved by 1.64.

SPEDY enrollees work attitudes appear to be less affected as age increases. The least amount of attitude change is found among enrollees age eighteen and over. The largest improvement in positive attitudes toward the world of work is found among under the age of sixteen.

The data presented in Table 3.11 is less clear. Although, overall, cognitions seem to improve with age, there does not appear to be a consistent trend.

TABLE 3.11
COGNITIVE CHANGES AMONG VEP AND SPEDY ENROLLEES

	VEP			SPEDY			STATISTICAL SIGNIFICANC	
CONCEPT	% CORRECT PRE-TEST	% CORRECT POST-TEST	% DIF-FERENCE	% CORRECT PRE-TEST	% CORRECT POST-TEST	% DIF-FERENCE	VEP & SPEDY POST-TES % AND DIFFERENCE	
KNOWLEDGE OF WORK WORLD								
Q. 64	59.6	62.1	+3.5	55.0	54.4	-0.6	7.7	.05
Q. 65	57.7	60.9	+3.2	53.5	56.5	+3.0	4.4	.05
Q. 66	53.5	54.9	+1.4	45.8	49.5	+3.7	5.4	.05
Q. 67	37.0	36.4	-0.6	33.3	36.9	+3.6	.5	N.S.
Q. 68	55.7	62.1	+6.4	41.7	46.7	+5.0	15.4	.05
Q. 69	64.5	61.0	-3.5	56.0	58.6	+2.6	2.4	N.S.

GAIN MEASUREMENT

Introduction

The data from the Difference of Means Analysis suggested overall positive change in social and work attitudes among both VEP and SPEDY enrollees. However, several issues were unresolved, including: (1) What explains the lack of consistent change across all dimensions of the concepts? (2) Although generally positive change occurred, where are significant changes located? and (3) What impact does the variety of enrollee characteristics taken together have upon attitudinal change? This section addresses these issues by providing data on the correlates of statistically significant attitudinal changes.

Attitudinal changes have been measured by the mean differences in pre-test and post-test scores. Although comparing mean differences is a standard methodology for assessing program impact, it does have limitations. First, the mean scores for either a pre-test or post-test item simply records the central tendency of response across all enrollees. The difference in mean scores can mark the directional change from the pre-test to the post-test. Second, a comparison of mean score does not allow for a highly sensitive measure of the intensity of change in either a positive or negative direction. This section resolves these limitations by a two-step process of data analysis. Initially, we identify those enrollees that were negatively predisposed attitudinally at the outset of the program. Next, we explore which enrollee characteristics, if any, account for positive changes.

Methodology

The basic methodology employed to identify negatively predisposed enrollees involved an analysis of the response patterns in the pre-test instrument.

Each of the forty-five foils (Items 10 through 54 in the survey instrument) were examined. This series of items was expressive of a wide range of attitudes from extremely positive to extremely negative. Each item required a response to one of five Likert-type fixed-alternative expressions, including: (1) agree a lot, (2) agree a little, (3) unsure, (4) disagree a little, and (5) disagree a lot. Negatively predisposed enrollees were identified by a response of either (1) or (2) to an unfavorably worded item, or (4) or (5) to a favorably worded item.

The second task required a determination of positive change. The procedure followed to assess improvement required an enrollee to have responded favorably to the same item on the post-test. Individuals who responded "unsure" to either the pre-test or post-test item were excluded from this analysis. (The decision to exclude the "unsure" responses does not alter the findings because of their relatively infrequency across all items.)

Finally, enrollee background characteristics were cross-tabulated with the pre/post response patterns indicating a positive change. After each demographic characteristic was run against the forty-five items, multivariate cross-tabulations were executed. Differences in the magnitude of the proportions of positive changers across the background factors were analyzed for statistical significance.

This section deals with those enrollees who were negatively pre-disposed attitudinally at the outset of the summer program but were positively disposed at the end of the program. The analysis was limited to those items where statistically significant differences were found. Major highlights were:

1. Enrollee background differences were related to positive change for twenty of the forty-five attitudinal items examined.

2. Most of the items eliciting improvement were in the area of world of work attitudes or sex-role perceptions.
3. Only sex and race were significantly related to attitudinal change; neither age nor year in school were significantly related.
4. Females in VEP were far more likely to show improvement in world-of-work attitudes than were males.
5. Females appear to have obtained an expanded view of available roles, both socially and work world related.
6. Black enrollees in VEP were far more likely to have an improved sense of personal efficacy than were white enrollees.

The preliminary review of the survey data suggested that a sizable proportion of enrollees entered the VEP or SPEDY summer program lacking social and work attitudes appropriate for a successful transition to the world of work. Here we focus upon those enrollees who held negative attitudes at the outset of their summer experience and whose attitudes were positive at the close of the summer effort. Whether these positive attitudinal changes were related to enrollee background characteristics became the central research task.

Enrollee age, year in school, sex, and race were run against each of the forty-five attitudinal items. That is, the pre-test to post-test relationship per item was determined controlling for enrollee characteristics. These multivariate cross-tabulations, taking one characteristic at a time, resulted in fourteen of the forty-five items with statistically significant differences in the proportion of positive attitudinal changers. Table 3.12 displays the fourteen individual items where one or more demographic variable resulted in a statistically significant (.05 level) difference in proportions.

Table 3.12 shows that significant improvements in attitudes occurred disproportionately among VEP enrollees when compared with SPEDY enrollees.

Only four of the forty-five items resulted in statistically significant proportions of positive attitudinal change across SPEDY enrollee characteristics. Thirteen of the items were significant across VEP enrollee characteristics. More important, neither age nor year in school resulted in significant differences.

Of those items where sex differences are significant, Table 3.12 shows that females in the VEP program were more positively influenced than their male counterparts. Females gained more for seven of the ten items where sex differentials were significant.

Tbale 3.13 displays the proportionate gains across the various enrollee attributes. It is interesting to note that four of the five world of work items showed females far more likely to improve attitudinally. This same pattern appears for work-related sex-role perceptions (Q. 51 and Q. 53). Of those female respondents who at the pre-test indicated that something is wrong with women who wanted to work at men's jobs, 60.6 percent of the females responded with a favorable attitude on the post-test. Only 40.4 percent of the males displayed the same attitudinal improvement. Similar gains are shown among SPEDY enrollees. The same gain is reported for the item concerning an enrollee's willingness to work for a woman (Q. 53). In summary, female enrollees in the VEP program appear to be influenced more positively toward the world of work than males.

Personal efficacy items are related to racial characteristics. Table 3.13 shows that for both efficacy foils, black enrollees are influenced more positively than are whites. Yet, contrary to expectations about the relationship between efficacy and trust, the indicator of social trust shows whites more likely to respond favorably than blacks.

TABLE 3.12

STATISTICALLY SIGNIFICANT POSITIVE ATTITUDINAL CHANGE MEASURES BY DEMOGRAPHIC GROUPS AND SUMMER PROGRAM TYPE

	VEP	SPEDY
World of Work		
Q. 10: It's all right to miss work whenever you don't feel like going	females	
Q. 12: It's all right to fill out only the parts of the job application that you want to.	females	
Q. 16: At work, you should try to dress like most other people on that job.	whites females	whites
Q. 17: If your job starts at 8:00 A.M. it's all right if you show up at 8:30 A.M.	females	
Q. 19: On the job, it's not important to get along with your fellow workers.	females	
Personal Efficacy		
Q. 36: I never have any trouble making up my mind about important decisions.	blacks	
Q. 38: I would rather decide things when they come up than always try to plan ahead.	blacks	
Social Trust		
Q. 42: Most people try to take advantage of you if they get a chance.	whites	
Criminal Justice System Attitude		
Q. 44: The courts treat all people alike regardless of race or nationality.	males	
Q. 47: People should not be punished for breaking a law they think is wrong.	females	

TABLE 3.13 (continued)

	VEP	SPEDY
Sex-Role Perceptions		
Q. 50: A man can take just as good care of children as a woman can.	males	males
Q. 51: There is something wrong with women who wnat to work at men's jobs.	females	females
Q. 53: I would not want to work for a woman.	females	
Self-Esteem		
Q. 34: All in all, I'm inclined to feel that I am a failure.		males

TABLE 3.13
PROPORTIONATE ATTITUDINAL GAINS BY DEMOGRAPHIC CHARACTERISTICS AND SUMMER PROGRAM TYPE

	VEP		SPEDY	
World of Work				
Q. 10	males 58.1%	females 78.8%*		
Q. 12	males 50.0	females 68.0		
Q. 16	males 56.9	females 49.1		
	white 63.1	black 48.9	white 60.0	black 32.6
Q. 17	males 12.8	females 74.0		
Q. 19	males 25.1	females 62.8		
Personal Efficacy				
Q. 36	white 29.0	black 45.0		
Q. 38	white 18.2	black 26.4		
Social Trust				
Q. 42	white 23.4	black 12.0		
Criminal Justice System Attitude				
Q. 44	males 35.1	females 28.0		
Q. 47	males 38.7	females 51.9		
Sex-Role Perceptions				
Q. 50	males 52.7	females 41.5	males 59.3	females 43.1
Q. 51	males 40.4	females 60.6	males 35.7	females 59.7
Q. 53	males 37.9	females 50.0		
Self-Esteem				
Q. 34			males 71.9	females 45.1

*All proportionate differences reported are statistically significant at the .05 level.

Self-esteem attitudinal gains were significant among SPEDY males but not among VEP enrollees. However, because only one of the four indicators of self-esteem elicited statistically significant differences, the likelihood that this item is a valid indicator is diminished greatly.

While criminal justice system attitudes improved more so among males for one indicator (Q. 44), females gained more on the second indicator (Q. 47). A partial explanation for this lack of consistency may be related to the different objects toward which the attitude is directed. In the first foil, the item is used to tap a generalized attitude toward the equity of the courts. In the second, the indicator addresses the role orientation toward citizenship.

The second phase of analyzing the correlates of positive attitudinal change involved the development of multivariate cross-tabulations controlling for sex and race simultaneously. The decision to combine sex and race and exclude age and year in school was based upon two criteria. First, combining all four enrollee background factors would have resulted in cell sizes that were too small for analysis. Second, on the original runs neither age nor year in school resulted in statistically significant differences.

The combination of race and sex was run against each of the forty-five attitudinal items. These cross-tabulations resulted in ten of the forty-five items with statistically significant differences in the proportion of positive attitudinal changers. Table 3.14 displays the ten items where various combinations of race and sex resulted in a statistically significant (.05 level) difference in proportions.

The fourfold multivariate runs supported the earlier findings that female enrollees appear to be more positively influenced than males. While there was no statistically significant change concerning attitudes toward organized labor which could be attributed to any single demographic variable, multivariate analysis uncovered significant improvement for white females when compared with white males (Q. 26). A similar pattern is shown for another indicator of world of work attitudes. Neither race nor sex was significantly correlated with positive gain on employer expectations (Q. 27.). However, when controlling for both race and sex, we find that black females do improve significantly more than do black males. The same is not true for whites.

Further evidence supporting the observation that females improve attitudinally more so than males is found in work-related sex-role orientations. Table 3.14 shows that females made gains significantly more than males in the area of women wanting to work at men's jobs (Q. 51). When race is added, black females positively change more than do black males. Again this change does not occur in the case of whites. In addition, although there was no sex or race related differences about attitudes toward women working outside the home (Q. 52), by combining race and sex, there is significant improvement of black females over black males. Finally, although the sex differentiated work world attitudes found significant in Table 3.13 were not sustained when sex and race were combined, the proportionate gains consistently favored females. Only the lack of adequate cell sizes kept the differences from statistical significance.

The combined effect of race and sex showed significant gains in personal efficacy. Table 3.14 shows that for the first indicator of efficacy (Q. 36), blacks improved over whites. Fourfold analysis confirms the strength of this relationship; black males do signficantly better than white males and black females do significantly better than white females. We found no significant sex or race related difference on the second indicator (Q. 37). However,

TABLE 3.14
PROPORTIONATE ATTITUDINAL GAINS BY SEX AND RACE AMONG VEP ENROLLEES

	White Males	Black Males	White Females	Black Females
World of Work				
Q. 26: Organized labor unions don't seem to care about helping youth.	28.1	N.S.*	44.6	N.S.
Q. 27: Taking it easy on the job is all right as long as you don't get caught by the boss.	N.S.	28.7	N.S.	36.8
Self-Esteem				
Q. 34: All in all, I'm inclined to feel that I'm a failure.	31.0	N.S.	63.0	N.S.
Personal Efficacy				
Q. 36: I never have any trouble making up my mind about important decisions.	30.8	45.7	27.7	44.6
Q. 37: I seem to be the kind of person that has more bad luck than good luck.	N.S.	N.S.	23.8	36.2
Social Trust				
Q. 42: Most people try to take advantage of you if they get a chance.	N.S.	N.S.	24.9	10.9

TABLE 3.14 (continued)

	White Males	Black Males	White Females	Black Females
Criminal Justice System Attitudes				
Q. 45: The police have it in for young people and pick on then unfairly.	14.9	N.S.	29.5	N.S.
Sex Role Perceptions				
Q. 50: A man can take just as good care of children as a woman can.	N.S.	54.1	N.S.	41.4
Q. 51: There is something wrong with women who want to work at men's jobs.	N.S.	39.3	N.S.	62.6
Q. 52: A woman who works full time can be just as happy as a woman who stays at home with her family.	N.S.	51.2	N.S.	66.9

*N.S. indicates no significant difference at the .05 level.

when controlling for both sex and race, black females show significant improvement when compared with white females.

One indicator of interpersonal trust (Q. 42), had improved significantly greater among whites than blacks.   Adding sex as an additional control, it was found that white females improved significantly over black females (24.9 percent compared with 10.9 percent). However, there was no significant difference between white males and black males.

Only one measure of self-esteem (Q. 34) resulted in significant differences in gains. On this indicator, white females improved attitudinally more so than white males.

One measure of sex role perceptions displayed proportionate differences between males and females. Concerning the sex role differences in child care (Q. 50), the data show black males improving over black females; the same improvement is not true in the case of whites.

Finally, only one measure of attitudes toward the criminal justice system resulted in significant gains. Attitudes toward police treatment of youth (Q. 45) were sex related. White females showed significant improvement over white males.

The data displayed in Table 3.14 concerns enrollee attitudinal gains in the VEP program. The same analysis routines were used for SPEDY enrollees but only one of the forty-five items showed significant differences among the combinations of background characteristics. One indicator of work world attitudes, conformity of dress behavior (Q. 16), showed white males improving more than black males (61.3 percent and 34.4 percent, respectively). Whether a lack of sufficient cell sizes (a problem typical of physical control procedures) or the absence of any programmatic effect accounts for no significant

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differences among SPEDY enrollees cannot be determined from the available data.

In summary, we have attempted to measure the relationship between enrollee characteristics and significant improvements in social and work-related attitudes. While neither age nor year in school were related to attitudinal improvements, sex and race differences resulted in significant change.

The data suggests that females in the VEP program are far more likely to show improvements in attitudes toward the world of work than are males. More important, the data trends appear to suggest that females obtained an expanded view of available roles both socially and work-related. In addition, black enrollees were far more likely to have an improved sense of personal efficacy than were white enrollees.

FACTOR ANALYSIS

Factor analysis is a useful technique for reducing a large amount of information to an economical description. In addition, it provides a means to chart the central empirical concepts and their sources of variation. The earlier sections of this report analyzed the relationship between enrollee characteristics and attitudes on an item by item basis. In this section, we are concerned with determining empirically the structure and pattern of interrelationships among the forty-five items in the program survey instrument. These empirical dimensions will then be used as the dependent variables in the multiple regression analysis.

Nine concepts were defined in the pre/post program survey. These concepts included: (a) attitudes toward the world of work, (b) attitudes toward organized labor, (c) life satisfaction, (d) self-esteem, (e) personal efficacy, (f) inter-personal trust, (g) attitudes toward the criminal justice system, (h) citizenship, and (i) sex role orientations. Table 3.15 displays the product moment correlations among the items for each concept. These correlations were developed using the post-program survey instrument. (Using the pre-program instrument, slightly lower correlations were found). The inter-item correlations show moderate to low relationships. Among the world of work items for example, Table 3.15 shows moderately strong relationships among some items (e.g., items 10, 11, 12, 17), and the absence of a relationship among others (e.g., item 21). The personal efficacy and inter-personal trust items reflect a similar pattern of variable relationships. Thus, the conceptual dimensions of the survey instrument are only moderately clear empirically. Moreover, there is a possibility that some items on one subscale may be related to dimensions or concepts other than those originally developed.

TABLE 3.15
INTERITEM CORRELATIONS

WORLD OF WORK

	10	11	12	13	14	15	16	17	18	19	20	21	22	24	25	27	28
10																	
11	.54																
12	.47	.43															
13	-	.05	-														
14	-	-	-	.15													
15	.08	.06	.07	.17	.25												
16	-	-	-	.10	.12	.11											
17	.43	.40	.37	-	-	.10	-										
18	.10	.12	.09	.10	.10	.15	.15	.14									
19	.23	.24	.22	-	-	.08	-	.27	.08								
20	.30	.27	.29	.06	-	-	-	.30	.10	.30							
21	-	-	-	-	.09	.11	.08	-	.10	-	-						
22	.19	.15	-	.08	.09	.19	.11	.13	.17	.09	.07	.18					
24	.12	.09	.10	.05	.05	.14	.12	.09	.19	.08	-	.20	.22				
25	.22	.21	.21	.05	.08	-	-	.18	-	.18	.24	-	.09	.11			
27	.30	.25	.24	-	.12	.08	-	.29	.09	.18	.28	-	.11	.10	.34		
28	.08	.06	-	-	.08	.11	.15	.08	.15	.10	-	.13	.18	.17	-	.22	

PERSONAL EFFICACY

	35	36	37	38	39
35					
36	.05				
37	.30	.05			
38	.13	.07	.17		
39	.15	.15	.11	-	

INTERPERSONAL TRUST

	40	41	42
40			
41	-		
42	.20	-	

CRIMINAL JUSTICE

	43	44	45
43			
44	.28		
45	.44	.13	

CITIZENSHIP

	46	47	48	49
46				
47	.10			
48	.12	.32		
49	.20	.26	.42	

SEX ROLE

	50	51	52	53	54
50					
51	.05				
52	.18	.11			
53	.06	.34	.11		
54	.08	.17	.17	.12	

ORGANIZED LABOR

	23	26
23		
26	.19	

LIFE SATISFACTION

	29	30
29		
30	.36	

SELF ESTEEM

	31	32	33	34
31				
32	.10			
33	.37	.09		
34	.22	.27	.26	

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Factor analysis provides an opportunity to empirically determine the pattern of relationships among the items. It permits the study of the correspondence between the expected or designed measures and the empirical results. The forty-five items of the survey instrument were factor analyzed using conventional social science criteria and varimax rotation of the orthogonal factor pattern axes. The factor analysis showed a moderately strong correspondence between expected patterns and the empirical pattern.

The factor pattern matrix was based on the product-moment correlation coefficients of items ten through fifty-four of the post-test for VEP enrollees. Factor loadings, showing the degree and direction of relationships of the variables with the different patterns, were obtained by rotating the principal component matrix. The parameters for this method were set to values that are standard conventions; eigenvalues equal to or greater than one and a limit of twenty-five iterations on the main diagonal of the correlation matrix.

The results of the factor analysis indicate the presence of eleven dimensions rather than the original nine. Table 3.16 shows that thirty-eight of the forty-five items were involved in at least one dimension. The world of work attitudes emerge as four distinct dimensions. The first dimension or factor can be described as Personal Work World Norms. This factor includes items 10, 11, 12, 17, 19, 20, 27, 48, and 49. The specific wording of these items was as follows:

Item 10: It's all right to miss work whenever you don't feel like going.

Item 11: When you are sick it's all right to miss work without calling to say you won't be there.

Item 12: It's all right to fill out only the parts of the job application that you want to.

TABLE 3.16
FACTOR LOADINGS

	FACTORS										
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
ITEMS											
10	.74										
11	.68										
12	.59										
13		.34									
14		.49									
15		.41									
16											
17	.57										
18			.32								
19	.34										
20	.38										
21			.39								
22			.44								
23			.36	.34							
24			.47								
25					.39						
26				.51							
27	.33				.42						
28			.32								
29						.57					
30						.55					
31							.39				
32								.40			
33							.40				
34								.51			
35								.48			
36											
37								.45			
38											
39							.37				
40							.32				
41											
42								.30			
43									.77		
44									.36		
45									.51		
46											
47											
48	.36									.46	
49	.35									.43	
50											
51											.46
52											.31
53											.38
54											.34

Factor pattern matrix based on the Pearson Product Moment Correlation Coefficients of questions 10 to 54 on the Post Test of VEP. Factor loadings, showing the degree and direction of relationship of the variables with the different patterns, were obtained by rotating the principal component matrix by the Varimax method.

Item 17: If your job starts at 8:00 A.M. it's all right if you show up at 8:30 A.M.

Item 19: On the job, it's not important to get along with your fellow workers.

Item 20: When you are applying for a job, employer's don't consider how you did in previous jobs.

Item 27: "Taking it easy" on the job is all right as long as you don't get caught by the boss.

Item 48: If somebody needs something bad enough it's all right to break the law to get it.

Item 49: It's all right to drive an automobile while drunk as long as you don't have an accident.

The Personal Work World Norms factor appears to be tapping an attitude that can be generalized beyond the work setting. Note the loading of two items dealing with legal norms (items 48 and 49) on this factor. These loadings suggest that this dimension is tapping a broader sense of normlessness, i.e., the attitude that an individual can violate social norms to get ahead.

The second world of work factor is labelled Work World Cognitions. This factor comprises the following items:

Item 13: Usually an employer can fire someone for not telling the truth on a job application.

Item 14: A good way to find out about job openings is from friends or relatives who are working.

Item 15: On the job the boss has the right to tell you what to do.

Work World Idealism is the third factor. The items include:

Item 18: Doing well on the job interview helps you to get a job.

Item 21: Hard work makes you a better person.

Item 22: Even if you dislike your work you should do your best.

Item 23: Organized labor unions are good for workers.

Item 24: Work should be an important part of a person's life.

Item 28: You should help other people on a job so that they will help you.

A Work Motivation factor is the fourth world of work dimension. The items loading on this factor include:

Item 25: To me, work is nothing more than a way of making money.

Item 27: "Taking it easy" on the job is all right as long as you don't get caught by the boss.

The second item loads both on the initial factor (.33) as well as the Work Motivation factor (.42).

Factor V, the Organized Labor factor, comprised two items:

Item 23: Organized labor unions are good for workers.

Item 26: Organized labor unions don't seem to care about helping youth.

Of the remaining six factors displayed in Table 3.16 four correspond to our initial conceptualization of the items. Factor VI, Life Satisfaction, contains two items with loading of .57 and .55 respectively. The items were worded as follows:

Item 29: I am generally satisfied with my life these days.

Item 30: I have enjoyed my life more than most people have enjoyed theirs.

Factors IX, X, and XI each correspond to our original conceptualization. Factor IX, Attitudes Toward Criminal Justice, comprised the following items:

Item 43: The police treat rich people better than poor people.

Item 44: The courts treat all people alike regardless of race or nationality.

Item 45: The police have it in for youth people and pick on them unfairly.

Factor X, Citizenship, loaded with items 48 and 49. The items were:

Item 48: If somebody needs something bad enough it's all right to break the law to get it.

Item 49: It's all right to drive an automobile while drunk as long as you don't have an accident.

Sex-Role Orientations, Factor XI, included four items:

Item 51: There is something wrong with women who want to work at men's jobs.

Item 52: A woman who works full time can be just as happy as a woman who stays at home with her family.

Item 53: I would not want to work for a woman.

Item 54: If a woman is working at a job, her man should do some of the housework.

Three concepts in the original formulation, self-esteem, personal efficacy, and interpersonal trust, were merged into two factors. Factor VII has been labelled Self-Image, and contains four items:

Item 31: I feel that I am as good as anybody else.

Item 33: I feel that I have a number of good qualities.

Item 39: Generally, I can finish the things I set out to do.

Item 40: You can't be too careful in dealing with other people.

It is interesting to note that Factor VII contains loading from items that were measures from both self-esteem and interpersonal trust. The fact that these items loaded on one factor is not surprising, given the conceptual overlap between the two concepts in the literature. Factor VIII, Helplessness, further shows conceptual overlapping among the social psychological variables of trust, efficacy, and self-esteem. The items loading of Factor VIII were:

Item 32: I wish I could have more respect for myself.

Item 34: All in all, I'm inclined to feel that I am a failure.

Item 35: Generally, people tend to push me around.

TABLE 3.17

INTERITEM CORRELATIONS AMONG FACTORED ITEMS

FACTOR I:
PERSONAL WORK WORLD NORMS

	10	11	12	17	19	20	27	48	49
10									
11	.54								
12	.47	.43							
17	.43	.40	.37						
19	.23	.24	.22	.27					
20	.30	.27	.29	.30	.30				
27	.30	.25	.24	.29	.18	.28			
48	.31	.28	.27	.30	.20	.22	.27		
49	.30	.28	.27	.33	.19	.26	.33	.42	

FACTOR II:
WORK WORLD COGNITIONS

	13	14	15
13			
14	.15		
15	.17	.25	

FACTOR III:
WORK WORLD IDEALISM

	18	21	22	23	24	28
18						
21	.10					
22	.18	.18				
23	.14	.14	.19			
24	.19	.20	.22	.18		
28	.15	.13	.18	.08	.17	

FACTOR IV:
WORK MOTIVATION

	25	27
25		
27	.34	

FACTOR V:
ORGANIZED LABOR

	23	26
23		
26	.19	

FACTOR VI:
LIFE SATISFACTION

	29	30
29		
30	.36	

FACTOR VII:
SELF IMAGE

	31	33	39	40
31				
33	.37			
39	.23	.27		
40	.08	.08	.15	

FACTOR VIII:
HELPLESSNESS

	32	34	35	37	42
32					
34	.27				
35	.21	.30			
37	.20	.30	.30		
42	.09	.11	.11	.14	

FACTOR IX:
CRIMINAL JUSTICE

	43	44	45
43			
44	.28		
45	.44	.13	

FACTOR X:
CITIZENSHIP

	48	49
48		
49	.42	

FACTOR XI:
SEX ROLE ORIENTATION

	51	52	53	54
51				
52	.11			
53	.34	.11		
54	.17	.17	.12	

Item 37: I seem to be the kind of person that has more bad luck than good luck.

Item 42: Most people try to take advantage of you if they get a chance.

Table 3.17 displays the interim correlations among the items that loaded on each of the factors. Of the eleven factors, Work World Norms provides the strongest pattern of interrelationships. In addition, this factor alone accounted for 39.2% of the total variance in the data. The four world of work factors (Factors I, II, III, and IV) cummulatively accounted for 74.2% of the total variance. The remaining factors show moderate to low correlations, yet sufficiently large to suggest unidimensionality.

In summary, a factor analysis of the post-program survey items yielded eleven distinct factor clusters. Four of the clusters focused on the World of Work. A fifth factor tapped Organized Labor, while the remaining clustered around socio-psychological attitudes, sex-roles and criminal justice orientations. The extent to which enrollee background characteristics explain variations in these patterns will be examined through multiple regression analysis.

MULTIPLE REGRESSION ANALYSIS

Three sets of enrollee characteristics were analyzed for their impact upon the eleven factors. The first set examined the influence of special emphasis group membership upon attitudes and cognitions. The second set examined whether enrollee predispositions to the program were related to the factors. While the third set explored the relationships among demographic background factors and the eleven dimensions.

For this analysis the dependent variables were developed by constructing a summated index for each of the factors. The index score was computed by adding the individual responses to each of the times that loaded on a given factor. These cumulative indices were used as dependent variables. For the analysis of the impact of special emphasis group membership or program predisposition on enrollee gains, a mean index score was calculated and differences in mean scores were compared.

For the demographic background characteristics, a multiple regression analysis was followed using the cumulative indices as the dependent variables. Each of the background characteristics were analyzed for their individual and joint contribution to the explained variance of each factor.

Special Emphasis Groups

Membership in a special emphasis group was limited to handicapped, ex-offender, or non-traditional occupations. Membership was identified by local program operators and reported to SLU/CUP. No attempt was made to verify the validity of these classifications. Handicapped status and ex-offender statuses were assumed to contain the highest degree of consistency in definition across the various programs. Non-traditional roles were subject to a variety of interpretations and thus will not be compared to either regular enrollees or special emphasis groups.

Table 3.18 displays the mean index scores among the various special emphasis groups and regular enrollees for each factor. Mean indices were calculated for both the pre-program and post-program surveys. The same items that loaded on the various factors using the post-program survey were used in calculating the pre-program mean indices.

As Table 3.18 indicates, handicapped enrollees, ex-offenders, and regular enrollees showed a significant reduction in positive attitudes toward work norms. Factor I: Work World Norms shows handicapped entering the program with the least positive work world normative orientation (X = 15.931) and leaving the program with a lessened positive set of norms (X =17.096). However, this regression does not occur for the other world of work factors. For dimensions II, III, and IV a positive gain is shown. Among the regular enrollees, these gains are statistically significant. A partial explanation for a loss of favorable attitudes toward work world norms may be that enrollees enter the program with unrealistic perceptions of the world of work that are not true reflections of reality. Program participation might alter these more romanticized notions of the world of work.

Life satisfaction, Factor VI, shows significant positive increases among both ex-offenders and regular enrollees. Handicapped showed a loss of positive orientations toward the criminal justice system; however, this may be due to the high positive atttitude coming into the program when compared with that of ex-offenders and regulars.

Handicapped enrollees had a higher mean index score for helplessness, Factor VIII, than either ex-offenders or regular enrollees. This negativism, although lessened, remained after completion of the program. Finally, Table 3.18 shows all three groups with a lessened positive orientation toward

TABLE 3.18
SPECIAL EMPHASIS GROUPS AND FACTORS

DIMENSIONS		HANDICAPPED		EX-OFFENDER		NON-TRADITIONAL		REGULAR	
		$\bar{X}$	$d\bar{X}$	$\bar{X}$	$d\bar{X}$	$\bar{X}$	$d\bar{X}$	$\bar{X}$	$d\bar{X}$
I	PRE	15.931		15.141		13.653		13.214	
	POST	17.096	-1.165	15.896	-.755	14.100	N.S.	13.724	-.510
II	PRE	5.748		5.748		6.193		6.028	
	POST	5.613	N.S.	5.687	N.S.	6.259	N.S.	5.905	.213
III	PRE	9.885		9.857		10.269		9.889	
	POST	9.522	N.S.	9.749	N.S.	10.175	N.S.	9.678	.210
IV	PRE	4.747		4.617		4.558		4.392	
	POST	4.490	N.S.	4.474	N.S.	4.245	.313	4.291	.101
V	PRE	5.171		5.028		4.559		4.472	
	POST	5.325	N.S.	5.060	N.S.	4.670	N.S.	4.547	N.S.
VI	PRE	4.234		4.433		4.210		4.207	
	POST	4.119	N.S.	3.879	.553	3.870	.340	3.831	.375
VII	PRE	8.964		8.357		7.926		8.140	
	POST	9.036	N.S.	8.451	N.S.	7.987	N.S.	8.196	N.S.
VIII	PRE	14.847		13.587		12.845		12.301	
	POST	14.637	N.S.	13.611	N.S.	12.521	N.S.	12.299	N.S.
IX	PRE	8.008		9.437		9.000		8.773	
	POST	8.583	-5.74	9.624	N.S.	8.669	N.S.	8.787	N.S.
X	PRE	3.234		3.362		2.883		2.872	
	POST	3.758	-.525	3.670	-.308	3.117	N.S.	3.052	-.179
XI	PRE	8.565		8.367		7.248		7.686	
	POST	8.657	N.S.	8.558	N.S.	7.185	N.S.	7.657	N.S.

citizenship. Handicapped enrollees showed the largest reduction in favorable attitudes toward citizenship.

Program Predispositions

Program predispositions are those expectations that enrollees bring to the program. These expectations are thought to range from highly positive through highly negative. The former suggests an anticipation of a rewarding experience, with the latter reflecting an attitude that little would be gained from the program.

Several agents are thought to account for the variations in predispositions. Peer group influences, prior program experiences, and among others, categoric group membership are socialization agents that influence the development of orientations toward youth programming. Whatever the source of these attitudes, program dispositions were examined for their impact on attitudinal and cognitive changes.

Program predispositions were operationally defined by constructing a cumulative index from the responses to four items on the survey instrument. These items were:

Item 6: This program will help me find out what workers do in different kinds of jobs.

Item 7: This program will tell me how much training I need for different kinds of jobs.

Item 8: This program will tell me what employers expect their workers to do.

Item 9: This program will give me information about how I can get a job.

Responses to these items were limited to (1) agree a lot, (2) agree a little, (3) unsure, (4) disagree a little, and (5) disagree a lot. The cumulative index was constructed by simply adding the responses across the four items.

The index scores could range from 4 through 20; the lower score indicating a highly favorable predisposition and the latter a highly negative orientation. For this analysis, a cutting point of 8 was arbitrarily selected as the ceiling score to indicate positive predisposition. A score of 9 or more was used for identifying the negatively predisposed. Enrollees who failed to respond to any one or more of the items were excluded from further analysis. It is interesting to note that only 14 percent of the enrollees were negatively predisposed toward the program; 85 percent had positive expectations for the program, while only one percent failed to respond to one or more items.

Table 3.19 displays the mean index scores on the pre-program survey and post-program survey for the positively predispositioned group and the negatively oriented enrollees. Except for Factor I: Work World Norms, negatively predisposed enrollees showed significant gains for five dimensions; three of these factors were associated with the world of work norm (Factors II, III, and IV).

Except for Factor VIII: Helplessness, positively predisposed enrollees had consistently better attitudes that those with low expectations about the program. For three dimensions, the favorably predisposed showed a decline in positive attitudes for Factors VII, IX, and X.

Demographic Background Characteristics

Five background characteristics were entered into the regression analysis to explain variations in factor index scores. These background characteristics included (1) sex, (2) race, (3) highest grade completed, (4) age of enrollee as of June 1, 1978, and (5) welfare status. A conventional multiple regression analysis was performed using the factor index as the dependent variable, both for the pre-program and post-program data.

TABLE 3.19
PROGRAM PREDISPOSITION AND FACTORS

DIMENSIONS		**POSITIVE**		**NEGATIVE**	
		INDEX MEAN	DIFFERENCE OF MEANS	INDEX MEAN	DIFFERENCE OF MEANS
I	PRE	13.442		14.673	
	POST	13.997	-.555	15.435	-.762
II	PRE	5.934		6.443	
	POST	5.858	N.S.	6.002	.441
III	PRE	9.663		11.416	
	POST	9.548		10.625	
IV	PRE	4.378		4.891	
	POST	4.248	.130	4.672	.219
V	PRE	4.512		4.942	
	POST	4.614	-.101	4.848	N.S.
VI	PRE	4.150		4.735	
	POST	3.819	.331	4.184	.551
VII	PRE	8.143		8.617	
	POST	8.232	-.089	8.516	N.S.
VIII	PRE	12.662		12.662	
	POST	12.653	N.S.	12.322	N.S.
IX	PRE	8.691		9.477	
	POST	8.794	-.103	9.175	.301
X	PRE	2.888		3.337	
	POST	3.130	-.242	3.457	N.S.
XI	PRE	7.678		8.445	
	POST	7.679	N.S.	8.420	N.S.

Tables 3.20a through 3.20k display the multiple regression coefficients, product-moment correlations, and the beta weights for each background characteristic entered into the regression analysis. Overall, demographic characteristics show little explanatory power to account for variations in enrollee attitudes and cognitions at the time of either entering the program or completing the program. Of the eleven factors, only three show background forces explaining at least five percent of variation in attitudes and cognitions. Confirming earlier analyses, enrollee sex and race are the dominant variables in explaining variations in Work World Norms (Factor I) and attitudes toward organized labor (Factor V). Sex and to a lesser extent, highest grade completed, were the dominant variables in explaining differences in sex-role orientations (Factor XI).

Social background characteristics held little explanatory power for explaining variations in world of work attitudes. Tables 3.20a through 3.20d show the relationships between social characteristics and the four dimensions of work world predispositions and cognitions. Other than the Work World Norms factor, using the post-program survey data, these characteristics operating jointly explain less than three percent of the variation in any one dimension.

Concerning attitudes toward organized labor, the proportion of variance explained by the five background characteristics is slightly more than five percent. For both the pre-program and post-program factor scores, the standard regression coefficients (BETA's) show race as the most influential variable and sex as the second most powerful predictor of attitudes toward labor.

Social background differences are of little predictive utility in accounting for variations in socio-psycholigical variables. Life satisfaction,

TABLE 3.20a: FACTOR I -- WORK WORLD NORMS

Pre-Program

Variable	Multiple R	R Square	R^2 Change	Simple R	BETA
Sex	.15005	.02252	.02252	-.15005	-.15032
Race	.19397	.03762	.01511	.10987	.12574
Highest Grade	.21138	.04468	.00706	-.09661	-.08436
Welfare Status	.21236	.04510	.00042	-.03910	-.02086
Age	.21238	.04510	.00001	-.06843	.00342
Total		4.5%			

Post-Program

Variable	Multiple R	R Square	R^2 Change	Simple R	BETA
Sex	.18031	.03251	.03251	-.18031	-.18522
Race	.22618	.05116	.01865	.12092	.13739
Highest Grade	.23381	.05467	.00351	-.07543	-.07221
Welfare Status	.23584	.05562	.00095	-.04619	-.03206
Age	.23644	.05590	.00028	-.04338	.02380
Total		5.6%			

TABLE 3.20b: FACTOR II -- WORK WORLD COGNITIONS

Pre-Program

Variable	Multiple R	R Square	R^2 Change	Simple R	BETA
Race	.07340	.00539	.00539	.07340	.06766
Sex	.08387	.00703	.00165	.04661	.03999
Welfare Status	.08703	.00757	.00054	-.03210	-.02378
Age	.08718	.00760	.00003	.00642	.00828
Highest Grade	.08724	.00761	.00001	.00802	-.00457
Total		0.8%			

Post-Program

Variable	Multiple R	R Square	R^2 Change	Simple R	BETA
Race	.05832	.00340	.00340	.05832	.06219
Highest Grade	.06814	.00464	.00124	-.03134	-.04859
Age	.06961	.00485	.00020	-.01389	.01971
Welfare Status	.07017	.00492	.00001	-.00729	.00291
Total		0.5%			

TABLE 3.20c: FACTOR III -- WORK WORLD IDEALISM

Pre-Program

Variable	Multiple R	R Square	R^2 Change	Simple R	BETA
Highest Grade	.07752	.00601	.00601	-.07752	-.08497
Welfare Status	.08596	.00739	.00138	.02684	.03470
Race	.08810	.00776	.00037	-.02854	-.01891
Sex	.08828	.00779	.00003	-.01935	-.00558
Age	.08842	.00782	.00002	-.04952	.00704
Total		0.8%			

Post-Program

Variable	Multiple R	R Square	R^2 Change	Simple R	BETA
Race	.06297	.00397	.00397	-.06297	-.05580
Sex	.08325	.00693	.00297	-.05956	-.05234
Welfare Status	.08466	.00717	.00024	.02358	.01743
Highest Grade	.0575	.00735	.00019	-.02237	-.01392
Total		0.7%			

TABLE 3.20d: FACTOR IV -- WORK MOTIVATION

Pre-Program

Variable		Multiple R	R Square	R^2 Change	Simple R	BETA
Race		.12987	.01687	.01687	-.12987	-.12515
Age		.14759	.02178	.00492	-.07228	-.04588
Sex		.15121	.02286	.00108	-.04898	-.03105
Highest Grade		.15272	.02332	.00046	-.07550	-.02997
Welfare Status		.15283	.02336	.00003	-.00070	-.00581
	Total		2.3%			

Post-Program

Variable		Multiple R	R Square	R^2 Change	Simple R	BETA
Sex		.07762	.00602	.00602	-.07762	-.06795
Race		.10209	.01042	.00440	-.07260	-.06307
Highest Grade		.10496	.01102	.00060	-.03819	-.01897
Welfare Status		.10713	.01148	.00046	.02750	.02215
Age		.10750	.01156	.00008	-.02956	-.01247
	Total		1.2%			

TABLE 3.20e: FACTOR V -- ORGANIZED LABOR

Pre-Program

Variable	Multiple R	R Square	R^2 Change	Simple R	BETA
Race	.16363	.02677	.02677	.16363	.18117
Sex	.22323	.04983	.02306	-.13756	-.14535
Highest Grade	.22777	.05188	.00205	-.05374	-.08491
Age	.23097	.05335	.00147	-.01378	.05385
Welfare Status	.23105	.05339	.00004	-.01206	.00623
Total		5.3%			

Post-Program

Variable	Multiple R	R Square	R^2 Change	Simple R	BETA
Race	.17435	.03040	.03040	.17435	.18691
Sex	.22344	.04993	.01953	-.12461	-.13394
Highest Grade	.23010	.05295	.00302	-.06104	-.06494
Welfare Status	.23134	.05352	.00057	-.04586	-.02475
Age	.23169	.05368	.00017	-.03810	.01820
Total		5.4%			

TABLE 320f: FACTOR VI — LIFE SATISFACTION

Pre-Program

Variable	Multiple R	R Square	R^2 Change	Simple R	BETA
Race	.08774	.00770	.00770	-.08774	-.09124
Age	.12240	.01498	.00728	.08387	.13488
Highest Grade	.13118	.01721	.00223	.02115	-.07222
Sex	.13973	.01952	.00232	.04177	.04786
Welfare Status	.14089	.01985	.00032	-.00326	-.01833
Total		2.0%			

Post-Program

Variable	Multiple R	R Square	R^2 Change	Simple R	BETA
Race	.11622	.01351	.01351	-.11622	-.12047
Age	.14912	.02224	.00873	.09149	.09609
Sex	.15088	.02276	.00053	.02023	.02306
Welfare Status	.15118	.02286	.00009	.01360	-.00952
Highest Grade	.15122	.02287	.00001	.05726	-.00459
Total		2.3%			

TABLE 3.20g: FACTOR VII -- SELF-IMAGE

Pre-Program

Variable	Multiple R	R Square	R^2 Change	Simple R	BETA
Race	.08292	.00688	.00688	-.08292	-.07170
Highest Grade	.10202	.01041	.00353	-.06473	-.08745
Welfare Status	.10781	.01162	.00122	.03511	.03281
Sex	.11229	.01261	.00099	.04730	-.03133
Age	.11559	.01336	.00075	.02264	.03880
Total		1.3%			

Post-Program

Variable	Multiple R	R Square	R^2 Change	Simple R	BETA
Race	.06048	.00366	.00366	-.06048	-.05318
Sex	.07281	.00530	.00164	-.04548	-.03717
Welfare Status	.07630	.00582	.00052	.03033	.02597
Highest Grade	.07909	.00625	.00043	.02638	-.02124
Total		0.6%			

TABLE 3.20h -- FACTOR VIII -- HELPLESSNESS

Pre-Program

Variable	Multiple R	R Square	R^2 Change	Simple R	BETA
Highest Grade	.09847	.00970	.00970	-.09847	-.16177
Age	.11941	.01426	.00456	-.02176	.09348
Race	.12311	.01516	.00090	-.03916	-.02962
Sex	.12324	.01519	.00003	-.02276	-.00586
Total		1.5%			

Post-Program

Variable	Multiple R	R Square	R^2 Change	Simple R	BETA
Highest Grade	.09194	.00845	.00845	-.09194	-.15368
Age	.11048	.01221	.00375	-.02160	.08344
Welfare Status	.11626	.01352	.00131	.02668	.03470
Race	.11702	.03169	.00018	-.02593	-.01302
Sex	.11717	.01373	.00004	-.02262	-.00611
Total		1.4%			

TABLE 3.201: FACTOR IX -- CRIMINAL JUSTICE

Pre-Program

Variable		Multiple R	R Square	R^2 Change	Simple R	BETA
Race		.11965	.01432	.01432	.11965	.12956
Sex		.17423	.03035	.01604	-.11614	-.13537
Highest Grade		.18926	.03582	.00546	.06459	.06199
Welfare Status		.19105	.03650	.00068	.02696	.02619
Age		.19126	.03658	.00008	.05115	.01265
	Total		3.7%			

Post-Program

Variable		Multiple R	R Square	R^2 Change	Simple R	BETA
Race		.11619	.01350	.01350	.11619	.12594
Sex		.15984	.02555	.01205	-.09961	-.11429
Age		.16770	.02812	.00258	.04404	.04246
Welfare Status		.16830	.02833	.00020	.01112	.01389
Highest Grade		.16844	.02837	.00004	.03425	.00958
	Total		2.8%			

TABLE 3.20j: FACTOR X — CITIZENSHIP

Pre-Program

Variable	Multiple R	R Square	R^2 Change	Simple R	BETA
Sex	.18611	.03464	.03464	-.18611	-.18231
Age	.18963	.03596	.00132	-.05088	-.02663
Welfare Status	.19214	.03692	.00096	-.02821	-.03328
Race	.19352	.03745	.00053	-.03554	-.02284
Highest Grade	.19359	.03768	.00003	-.05689	-.00777
Total		3.7%			

Post-Program

Variable	Multiple R	R Square	R^2 Change	Simple R	BETA
Sex	.19038	.03625	.03625	-.19038	-.18757
Welfare Status	.20065	.04026	.00402	-.05616	-.05932
Highest Grade Completed	.20359	.04145	.00119	-.06793	-.04905
Age	.20407	.04165	.00020	-.03680	.01980
Total		4.2%			

TABLE 3.20k: FACTOR XI -- SEX-ROLE ORIENTATION

Pre-Program

Variable	Multiple R	R Square	R^2 Change	Simple R	BETA
Sex	.30992	.09605	.09605	-.30992	-.29888
Highest Grade	.32127	.10321	.00716	-.12555	-.10166
Age	.32167	.10347	.00026	-.07241	.02342
Race	.32176	.10353	.00006	-.02380	.00700
Welfare Status	.32180	.10356	.00003	-.00516	-.00542
Total		10.4%			

Post-Program

Variable	Multiple R	R Square	R^2 Change	Simple R	BETA
Sex	.32372	.10480	.10480	-.32372	-.31590
Highest Grade	.33110	.10963	.00483	-.11240	-.10345
Age	.33277	.11073	.00111	-.05067	.04919
Welfare Status	.33340	.11115	.00042	-.01604	-.10866
Race	.33388	.11147	.00032	-.01239	.01811
Total		11.1%			

self-image, and variations in perceived helplessness remain largely unexplained by social background. Tables 3.20f through 3.20h show explained variance at less than three percent for any of the socio-psychological factors.

Race and sex differences are the best predictors of variations in attitudes toward the criminal justice system and predispositions toward citizenship. Table 3.20i shows race and sex as the most significant factors in account for differences in attitudes toward criminal justice, while Table 3.20j shows sex as the most important predictor. However, for both factors the proportion of variance explained by the joint occurrence of all background forces is minimal.

Differences in sex-role orientations are best explained by the sex of the enrollee. The proportion of explained variance is the highest among all eleven factors, 10.4 percent and 11.1 percent for the pre-program and post-program data, respectively. Background characteristics other than sex, show weak explanatory power.

In summary, five social background characteristics were regressed on each of the eleven dimensions. The results show that variations in world of work attitudes and socio-psychological predispositions remain largely unexplained by enrollee background.

IV. PROGRAM IMPLEMENTATION ANALYSIS

The observations concerning the implementation of the 1978 Vocational Exploration Program are a result of two on-site visits that the CUP faculty and staff conducted in twenty-one cities operating forty-four VEP programs.

Overview and Highlights

The on-site monitoring efforts were designed to achieve two goals. First, the initial visit was conducted before the programs were operational in order to familiarize local program staff with the pre-program survey instrument and to obtain details of the planned program. Second, the follow-up site visits were made during the operating phase of the programs. These visits enabled CUP personnel to determine how the VEP plans were operationalized in each program and to visit worksites, classroom instruction sessions, and other program components.

Preliminary findings of these site visits are detailed in the following sections. The highlights of the findings can be summarized as follows:

1. The 1978 Vocational Exploration Program exhibited an extremely wide range of organizational and operational components.
    - -- Program organizations varied from one person conducting an isolated program to large staffs operating programs that were well integrated into the local summer youth effort.
    - -- Programs ranged from having one component through multifaceted efforts employing such elements as orientation, classroom vocational skill instructions, group counseling, and worksite observation.
2. The involvement of NAB and HRDI varied widely. This variation appeared to stem from existing local relationships with youth programming

and the interests of the local NAB and HRDI representatives.

3. Many cities in which VEP programs were operated in previous years had new program operators for the 1978 VEP; the resulting absence of continuity or experience factors complicated program comparison.
4. Generally, VEP coordinators hired by the individual subcontractors developed the worksites used in the shadowing segment of the program.
5. A majority of the worksites were with small employers.
6. Most programs had little difficulty in recruiting their planned number of enrollees. However, a number of cities had to use a variety of techniques including newspaper advertisements and radio and television coverage to meet their slot requirements.
7. Enrollees in the regular program were generally in-school with many high school graduates planning to continue their education in the fall.
8. Programs for three special emphasis groups -- handicapped youth, youthful offenders, and non-traditional roles — were somewhat more difficult to structure.
9. Virtually all programs conducted an initial orientation program that lasted from one to five days.
10. Vocational Exploration Programs were of three broad types in which emphasis was placed on:
    a. Classroom instruction with some work observation, or
    b. Combinations of classroom instruction and a worksite placement, or
    c. Only a worksite placement.
11. In addition to the program elements of orientation, worksite placement, and classroom instruction, VEP programs often included such

activities as on-going counseling sessions, field trips, rap sessions, and wrap-up meetings.

12. Programs which contained components in addition to a worksite placement were generally able to maintain a focus on worksite observation or "shadowing" as opposed to work experience.
13. Some subcontractors viewed VEP more as a work experience program than a vocational exploration program.
14. Most VEP enrollees who were involved in observation or a worksite placement, were in clerical or sales positions, or in positions developed or matched to their career interests.
15. A number of VEP enrollees expected to receive part- or full-time job offers after the program ended.
16. Non-traditional special emphasis groups were disproportionately female in male dominated occupations.
17. Handicapped and youth offender programs were generally more difficult to operate than the regular VEP programs.

These highlights represent preliminary generalizations made from the on-site visits conducted by CUP. The following sections provide additional detail and insight into the operation of the 1978 VEP. As with the highlights, the following discussion is based solely on the observations made by CUP during visits to the sampled operational programs.

Administration

The administration of VEP was influenced by two major choices: the type of local subcontractor who was responsible for the operation of the program and the type of subcontractor arrangement that was established. These choices did not affect the overall contract arrangement between NAB/HRDI and the U.S.

Department of Labor. Communications, including proposals from local groups, were to go to the NAB/HRDI Vocational Exploration Program Office which was housed in the Washington, D.C. headquarters of the National Alliance of Business.

Local subcontractors, the first major choice affecting administration, could be either private for-profit employers or private not-for-profit organizations. Included in the latter group are community based organizations, non-profit charitable organizations, Chambers of Commerce, trade associations, labor organizations and private educational institutions. Although some private sector employers submitted proposals and were designated subcontractors, most VEP local subcontractors were from the non-profit sector. Many of these were business related groups and trade unions.

The use of non-profit subcontractors created a difficult situation for programs that planned to utilize worksite placements as part of their program. These groups often had no particular contacts in the business community. Lacking initial contacts meant added pressures on these groups to develop the necessary number of worksites for enrollees. In some cases these pressures resulted in presenting the program to potential employers in such a manner that the program goals and regulations were not stressed, thus enabling youth to obtain worksite assignments.

For programs where the use of worksites was not a program component or received a minor emphasis, non-profit subcontractors presented no difficulty. In fact many of the non-profit subcontractors were adding VEP to their already successful programs, often utilizing concepts and strategies in the VEP program that had proved successful in their other programs. The use of private sector business as subcontractors usually guaranteed that any necessary worksites would be more easily obtained from existing contacts. This was also true for such non-profit groups as Chambers of Commerce and trade organizations.

There were two types of subcontractor arrangements: single employer subcontractor or umbrella subcontractor. Under the single employer arrangement the subcontractor conducted and administered VEP solely within its own facilities. The umbrella arrangement involved a subcontractor who was responsible for administering and coordinating a VEP where a number of organizations including private sector firms and non-profit agencies, served as program sites for youth. Most of the 1978 VEP subcontractors were of the umbrella type. Although the umbrella arrangement by definition places more of an administrative burden on the local subcontractor, it is also more feasible given the reluctance of many large employers to handle the entire program. While many larger employers have the capacity to serve as single employer subcontractors, they appear to be committed to other existing youth activities or find the lead time in VEP much too short.

With few exceptions the choice of subcontractor or type of arrangment made little difference in the administrative burden of VEP. The recordkeeping, time sheet and payroll procedures used in operating VEP were simply added to the organization's regular procedures. In many cases these activities were easily meshed with "normal" operations. Even in cases which had some problems, these were viewed as accounting matters and did not significantly interfere with program operations.

There were, of course, exceptions which proved to be more troublesome. These administrative matters which created problems involved payment of allowances (not subject to withholding) rather than wages, and insurance and bonding requirements. Many subcontractors had little or no experience in dealing with these matters. Some completed the entire program without resolving issues such as obtaining the bond. Again, these administrative issues, while troublesome, did not create difficulties in programming. Also, it should be noted that there were administrative problems regardless of the type of subcontractor or arrangement. However, the extent of problems varied widely.

CUP expected that cities in which VEP operated during 1977 would be more experienced and would have fewer problems. However, although VEP had operated in these cities last year, often a different subcontractor conducted the 1978 program. In addition, even the same subcontractor often utilized new staff. Therefore, many subcontractors were in effect new operators in 1978.

The local role of NAB and HRDI varied widely. The subcontracts were handled by the National VEP office. In some cases the local NAB and HRDI representatives were only peripherally involved. This lack of involvement was exacerbated by the local representative's previously less than satisfactory relationships with the subcontractor and other summer priorities. While "benign neglect" was often the role, there were a number of examples of very close continuing cooperation between the NAB and HRDI representatives and the local subcontractors. Sometimes the regular SPEDY program operators were drawn into this cooperative arrangement and contributed time and funds. In these cases, SPEDY often funded a portion of the VEP program effort, (e.g., paying for classroom skill training instructors).

One universal administrative issue was the relatively short time that program operators had to submit proposals, await their contract, and implement the program. Delays in processing proposals and finalizing contracts was placed variously on the Department of Labor, national NAB/HRDI, local NAB or HRDI and others. Regardless of the responsibility, efforts should be taken

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in the future to maximize the time between subcontract award and starting date so that local operators have sufficient time to organize their program.

Staffing

Subcontracts included funds to hire program coordinators. Coordinators were to perform all program functions including the recruitment of participating employers, curriculum design, counseling, and administrative duties (one full time coordinator was recommended for every 20 to 30 enrollees).

Most program operators hired new personnel to serve as VEP coordinators. In some instances, existing staff was transferred to the VEP program for the summer. Generally, all program activities were the responsibility of the coordinators. Most programs had between one and four coordinators.

The background of VEP coordinators varied considerably. Some agencies shifted their regular staff to VEP, many programs used regular high school teachers and counselors, while others used college students with an interest and background in youth programs or hired recent college graduates. A number of coordinators had worked with or been enrolled in the previous summer's VEP.

While it is difficult to characterize a "good" coordinator based on the limited nature of the field visits, it appeared that the vast majority were sincerely interested in contributing to the enrollee's progress in the program. Generally, any coordinator problems seem to result from lack of experience, and, in a few cases, poor judgment in hiring on the part of the subcontractor.

The coordinators played the pivotal role in the VEP programs. Their enthusiasm, imagination, and ability was directly responsible for the degree of success that programs enjoyed. The only cases in which the coordinator's role was less important were the few programs that relied heavily on a structured program of classroom training utilizing outside instruction. Even then the coordinators were involved in recruiting and selecting enrollees, a range of routine administrative duties and the on-going troubleshooting assignments necessary to resolve enrollee and program difficulties.

In the majority of cases the coordinator's role was more extensive and involved a great deal of latitude in structuring and implementing the program. This responsibility, coupled with the short lead time, often lead to difficulties in phasing-in the program. For example, it was not uncommon for programs to be looking for additional enrollees and/or worksites as the program began operations. This made orientation a fragmented component and lead to some poor choices of worksites. These problems were much less acute in programs which did not emphasize worksite placements. Programs which stressed classroom instruction simplified the coordinator's role because the responsibilities and consequently, the pressures were singificantly less.

Administratively, the VEP coordinators usually reported to the director of an agency, youth program director, or a similar position in larger organizations. The administrator's normal style sets the tone of this relationship — whether control was close with a great deal of supervision or whether the VEP coordinator would have a relatively free hand to conduct the program with a minimum of direction. Programs with a more structured set of activities usually resulted from more planning by the subcontractors and implied closer control of the coordinator in order to meet the program plan.

Worksite Development

Worksite development for the VEP program was difficult for many subcontractors to implement successfully. This activity requires ample lead time and a comprehensive strategy, both of which were often lacking in VEP.

Several questions concerning worksites must be addressed in order for this component to be satisfactorily implemented. First, how can worksites be developed which permit "shadowing" and job rotation instead of merely offering work experience? Second, should worksites be developed before or after the youth begin the program? Third, what kinds of positions, employers and supervision provide the best opportunity for worksite observation?

Admittedly these questions are not easy to answer. However, formulating answers on the role of worksites can lead to improvement in the operation of VEP. Since work experience in the private for-profit sector is prohibited by the federal regulations governing CETA programs, the development of worksites conforming to the regulations is crucial. Programs which were successful in this area resisted the easy way out -- that of saying, "We (the program) can give you a youth to work this summer." Instead, the programs presented the VEP goals and objectives and stressed the necessity of meeting the regulations concerning work experience (no matter how one feels about them). This approach was no doubt more difficult to use, resulting in more refusals, but employers who agreed to participate understood fully what was expected of them. Participating employers appeared to be most impressed by the availability of the VEP coordinators to handle problems and the lack of "red tape" in the VEP program.

The question of when to develop the worksite is also difficult to answer. If worksites are developed before the enrollees begin the program, youth often feel that their career interests will not be considered. However, waiting until the enrollees have started creates time pressures and assumes that interests can be determined early in the program. In addition, potential enrollees always want to know what types of jobs or worksites they will be observing. In most programs a combination of the two choices was forced on the coordinators because they did not have sufficiant sites when the program began. Therefore, they continued their efforts after the youth were enrolled. In some instances, the programs did attempt to ascertain enrollee interests so that worksites could be developed or matched from an existing pool of sites to coincide with enrollee interests.

The qualities of the "best" worksite remain open to question. From its field visits, CUP can cite a number of factors or combinations of factors that lead to quality worksites. The main differentiating element is the worksite supervisor's interest in the program and the youth. Although this might seem obvious, it is sometimes difficult to operationalize in selecting worksites. All too often the programs are in a rush for worksites and will take all comers, or more precisely, will sign up anyone who agrees to participate. Due to the need for close and sympathetic supervision, especially for youth in the three special emphasis groups, most enrollees were at smaller employers where the owner provided the worksite supervision.

These positions were generally developed through personal contacts made by the coordinators. Although the VEP coordinators usually developed the worksites, they often made use of the entry provided by the affilitation of VEP with NAB and HRDI. The strength of the entry depended a great deal on local conditions and the nature of the subcontractor. For example, a Chamber of Commerce did not particularly need the NAB or HRDI affiliation in order to gain access to potential participating employers.

Enrollee Recruitment and Selection

VEP enrollees were to be youth between the ages of 16 to 21 who were

CETA certified as economically disadvantaged. NAB/HRDI materials expressed a preference for youth who were entering their junior or senior year in high school or had dropped out of school. In 1978, three special emphasis groups were added to those which could be served through VEP. These were handicapped youth, youthful offenders, and youth in programs emphasizing non-traditional roles.

Programs used a number of different methods to recruit youth. Recruiting through the school system and the local prime sponsor's SPEDY program were used in many areas. Community youth centers and alternative schools were also used to recruit youth. In several cities VEP ran newspaper advertisements and displayed posters, and in some were featured in local radio and television news reports.

These efforts usually produced more than enough potential VEP enrollees from which to select the program participants. There were some cases where recruitment was a problem due largely to the competition from other programs (many with assured funding which came earlier than VEP) in the area and some instances where regular jobs were available at higher hourly rates than the $2.65 per hour paid by VEP. It should be noted that the tax free $2.65 hour paid as an allowance under VEP is equal to a higher hourly wage if the taxes on the latter are considered.

In the program with an adequate number of potential enrollees, the selection process for the regular enrollees, as opposed to the special emphasis groups, generally involved a personal interview with the coordinator. The coordinator would determine the youth's suitability for VEP based largely on the subjective impressions gained from the interview. These impressions included the interviewer's judgment concerning the potential enrollee's "interest" in the program. A few programs utilized more formal (and perhaps more objective) methods to assess the interest and sometimes the skills of potential enrollees. Programs employing such techniques tended to be those which placed a major emphasis on classroom skill training and instruction. These programs felt justified in screening participants based on measures of interest and aptitude to ensure that the enrollees would benefit from the planned instruction.

In some cities VEP had to obtain enrollees from the pool of SPEDY eligible youth in order to meet the requirement that the youth be CETA certified as economically disadvantaged. In these cases VEP often had no choice in determining which youth were referred to the program, since the prime sponsor would only agree to refer youth on a random basis. VEP programs faced with this situation usually interviewed and then accepted most of the referrals, but may have done so in order to ensure attaining their planned number of enrollees. In a few cases, programs were unable to obtain the desired number of referrals from the summer program. This appeared to result in cases where the summer program needed the eligible youth to meet their enrollment goals.

Enrollee recruitment and selection for the special emphasis groups was handled differently. Programs which opted for filling their planned number of special emphasis group enrollees through regular channels usually fell below their goals. On the other hand, programs which made special contacts with agencies and schools which would have knowledge of youthful offenders and handicapped youth had little difficulty obtaining enrollees. Youthful offenders were usually located by seeking referrals from juvenile courts, probation and parole officers, and special programs designed to serve status or other youthful offenders. Handicapped youth were usually recruited at special schools for the handicapped or from existing school programs.

Recruitment for programs which emphasized non-traditional roles was generally easier than for handicapped or youth offenders. Almost all of the non-traditional programs were designed to place females in non-traditional occupations. In recruitment and selection, coordinators usually used the pre-enrollment interview to determine whether or not a woman was interested in exploring a non-traditional occupation. In the event she was, she was merely enrolled in the non-traditional program or segment of the program.

Orientation Program

In addition to providing vocational or career exploration, VEP programs were to include instruction on the techniques and skills required to find, obtain, and maintain a job; the relationship between education and employment; the principles and practices of business and the free enterprise system; and labor-management issues and practices, labor history, and the collective bargaining system.

VEP programs conducted orientation sessions which served as an introduction to the program and met, at least partially, the above objectives. These sessions usually were conducted in a classroom setting over a one to five day period. A variety of techniques were used to provide instruction in these areas.

The most frequently used techniques were outside speakers either alone or in panel discussions, presentations by the VEP coordinators, role playing and skits, and field trips to local businesses and agencies. Outside speakers usually made presentations on business and industry, company personnel policies, and labor organizations and the role of collective bargaining.

Films, film strips, tape cassette programs, and various printed brochures and pamphlets were used during orientation in many programs.

VEP coordinators undertook a major role in most orientation programs. In addition to arranging and coordinating the guest speakers, field trips and materials, the coordinators usually conducted those portions of the orientation concerning job applications and resumes, job interview techniques, and essential world of work attitudes.

After initiating the program with the orientation sessions, many programs continued to provide this type of information to enrollees at regular intervals in the program. For example, the coordinator in one program met with enrollees as a group once a week to air concerns and provide additional opportunity for sharing experiences. In another program, the enrollees met for additional presentations at the mid-point of the program, while others had wrap-up sessions during the last few days of the program. Only a few programs presented a perfunctory orientation.

As discussed in the following section, the type of overall program that was executed played a role in the stress placed upon the topics during the orientation sessions. For example, programs with an emphasis on classroom instruction during the entire program considered the orientation sessions to be the introduction to the total program as opposed to a separate and distinct segment.

Program Content

The major thrust of VEP was to provide youth with an opportunity to explore various careers which were available with the subcontractor or the participating employers to which youth were assigned. Additionally, youth were to receive information on the mental, physical, and educational requirements of these careers.

In order to provide exploration for youth, programs could use activities which included classroom instruction, simulated production activity, on-site experience, worker shadowing, field visits and production by youth from their own projects. However, programs were prohibited from engaging VEP enrollees "in roles which augment employer profits or services." Enrollees could not displace existing employees or prevent new hiring. Programs had to observe existing collective bargaining agreements, health and safety regulations, and federal, state or local labor laws.

Subcontractors designed their programs to meet the exploration objective by emphasizing one of the following program types:

1. Classroom instruction with some work observation.
2. Classroom instruction combined with a worksite placement.
3. Only worksite placement.

The programs with a classroom instruction emphasis were almost always designed to provide vocational or skill training in several occupations. The occupations explored were usually in the construction or building trades, although others such as aviation and film making were explored by some programs. Field trips to worksites on a weekly basis were used to supplement the classroom training. Enrollees typically rotated through five to ten occupational explorations during the summer. The actual training was provided by existing vocational training programs in some cases, while instructors were hired for the summer in others.

In one program, the focus of the classroom sessions was not on training, but was a continuing intensive exploration of successive businesses which were then observed in field trips. The field trips were followed by a debriefing session in which the enrollees discussed what they had seen and wrote up reports on the experience. This program was operated over a four week period and required a great deal of the coordinator's time to maintain the enrollee's interest.

The classroom emphasis programs had the least difficulty in ensuring that enrollees were not engaged in any work experience which contributed to an employer's profits. Enrollees were clearly on observational field trips which added a "real world" dimension to their classroom training. Classroom programs did encounter some resistance from enrollees who perceived them as being "just like school."

The second broad program type used classroom instruction in conjunction with placement at a worksite to enable youth to explore a career. The classroom training provided in these programs focused on improving the enrollees' knowledge of world of work with particular emphasis on job finding skills, necessary attitudes for keeping a job and materials concerning making occupational or vocational choices. The amount of classroom time each week varied from one-half day each day to one-half day each week.

The enrollee spent the remaining time each week at a worksite placement. In this setting the enrollees used worker shadowing to observe the duties and responsibilities of a regular employee. In many cases, the enrollee also received on-site experience, under supervision, in learning how to do certain activities. For example, enrollees in various businesses learned the operation of the cash register, telephone switchboard, duplication equipment, calculators, and other business machines. Few projects were visited which used either simulated production activity or production by enrollees in their own projects.

The quality of the on-site experience varied considerably. In most programs, the VEP coordinator worked closely with the participating employers to ensure that the enrollee's worksite placement would contribute to a better understanding of the various careers offered at that site. Taking into account the relatively brief period that enrollees were at the worksite in these programs (usually approximately 20 days) and the amount of supervisory time devoted to orientation to the company and instruction, it is doubtful that the enrollees enhanced the participating employer's profits. Employers felt quite the contrary and made it clear in discussions, that the VEP enrollees generally meant supervisory time taken away from other activities. However, employers were willing to participate for several reasons: out of a sense of public spirit, in order to give youth a chance, and in some cases as a means to recruit part-time help.

The third type of program involved placing the enrollee at a worksite after the initial VEP orientation. These programs can be differentiated from the classroom programs which had worksite placements by the lack of any continuing classroom involvement after the program orientation. In most of the programs emphasizing a worksite placement, the only additional planned activities were several field trips and a wrap-up session at the end of the program.

In analyzing the impact of the programs which related heavily on a worksite placement, it is useful to consider two alternative approaches used in these programs. First, some programs plated enrollees on worksites after obtaining a clear understanding that the youth would not be involved in work experience but would be learning about the business and available careers. Since this procedure did not take the entire eight weeks, these programs formalized job rotation so that enrollees would be at a particular work station for no more than ten days. The work experience obtained in these brief assignments served to give the enrollee a fuller appreciation of the job as done in the real world. Enrollees seemed pleased with the opportunity to do something instead of just hearing about careers.

Second, (and more difficult to justify) some VEP programs made exclusive use of worksite placements and provided nothing additional after the initial program orientation. VEP coordinators in these programs made weekly or biweekly visits to worksites to do housekeeping functions such as picking up time sheets and delivering paychecks. In some cases, these visits were used briefly as a counseling contact with the enrollee. Most of the programs that evolved in this manner did so as a result of the time pressure to obtain enough participating employers and as a result did not feel they could make demands on the employers.

Another reason that programs operated with only worksite placement was the operator's or coordinator's desire to structure the program to meet their ideas of what a program should be or what they interpreted to be the desires of enrollees. In these cases, coordinators often lacked the time, resources or imagination to structure a comprehensive program of vocational exploration. As a result they simply met the expressed desire of most enrollees to "do something." Coordinators rationalized their decision based on perceived employer resistance and the belief that enrollees can't really "shadow" for very long. The latter idea is no doubt correct, but calls for a careful program plan rather than following the line of least resistance. In spite of their failure to meet all the regulations, these programs appeared to be well received by most enrollees and subject to relatively little actual abuse by participating employers. In any case, future program efforts can mitigate against this problem by carefully structuring the program in advance.

With few exceptions, the special emphasis group enrollees participated in the same programs as did the regular enrollees. In most cases, no special program components were provided. The handicapped and offender groups required more of the coordinator's time than did the other enrollees. The programs for non-traditional role were also similar except for the addition of a section on women's role during the orientation sessions.

Worksites

Some of the alternatives for obtaining worksites and their role in the program have been discussed in the preceding sections. However, it is important to note the size of participating employers, types of positions that were obtained, supervision the youth received and the operation of the worksite placement.

Most enrollees who were placed at worksites were with smaller employers, although there were many exceptions to this observation. The larger employers were more difficult to recruit, but where NAB and HRDI promoted VEP and sought to gain access they were able to place enrollees in larger firms.

In both large and small firms, enrollees received an extremely wide variety of career exposure. Most VEP enrollees were involved in clerical or sales positions, or in positions developed or matched to their career interests. Clerical and sales positions may seem routine unless one bears in mind that many of the enrollees had either never worked or had only held clean-up or recreational jobs in regular summer programs.

There were also a number of quality placements. Generally, these were obtained or matched according to the career interests expressed by enrollees during the orientation phase of the program. Since a number of the enrollees were planning on going to college, they were able to learn more about their career plans as a result of VEP.

The supervision that the enrollees received at the worksites was usually adequate. The owner of smaller businesses was often the worksite supervisor. In larger firms, supervisors were usually selected for their interest in working with youth and youth programs.

Where rotation of worksites was initially planned, it was relatively easy to implement. Such rotation was often done at a single employer because of the ease of implementation. In other cases, especially where youth liked the worksite, enrollees were reluctant to change sites even in the name of exploration. In programs with little or no worksite rotation, coordinators justified this decision because it increased the enrollee's chances of being retained in employment on a part- or full-time basis. Several local program operators thought VEP was successful because many of the youth would be employed at the worksite after the program ended.

V. IMPACT OF ENVIRONMENTAL FACTORS ON THE VEP PROGRAM

This section contains case studies of five cities where the 1978 Summer Vocational Exploration Program was implemented. Political, social, geographic, and economic factors are analyzed for their impact on program operations.

The five cities include:

Allentown, Pennsylvania

Atlanta, Georgia

Providence, Rhode Island

San Francisco, California

Tacoma, Washington

Information for this section of the report was compiled through document search and interviews by CUP staff. Interviews were held with representatives of school systems, prime sponsors, members of Youth Councils, and NAB/HRDI members. Documents such as Annual Plans, Prime Sponsor Agreements, and LEA Agreements were used to supplement the interviews.

ALLENTOWN, PENNSYLVANIA

Introduction

The VEP Contractors in the Allentown/Bethlehem area, the Lehigh-Northhampton County Labor Council, AFL/CIO and Carbon Training C and R, Inc. worked in conjunction with HRDI, NAB, Lehigh Valley Manpower Program (LVMP), Schuylkill Carbon Agency for Manpower (SCAM), Carbon Training Center, Carbon County Vo Tech, Bethlehem Area Vocational Technical School, Eastern Northampton County Vo Tech and Lehigh County Vo Tech to implement the program.

The area served through VEP encompassed three counties, two prime sponsor jurisdictions and numerous school districts. Although the area is considered to be rural, several medium sized cities are included in the jurisdiction. In addition, there are over 20 separate school districts included in the area, and a large metropolitan area (Philadelphia) is less than two hours away.

Types of Programs

The vast majority of employment and training programs for youth are operated either through the prime sponsors or the school systems. Only two others were mentioned during staff interviews. One was a Rent-a-Kid project of Easton Neighborhood Center which primarily provides a link-up of youth with individuals who need odd jobs done. The other was the Lehigh Valley Apprenticeship Program operated in cooperation with the Bethlehem Chamber of Commerce. Neither of these provided competition for VEP.

Since the VEP project in Carbon County is targeted for handicapped youth it would be unfair to not mention that there are a number of services available for handicapped persons. However, social services, rehabilitation or basic living skills are their major activities.

The Lehigh Valley Manpower Program serves youth through SPEDY (800 slots), YCCIP (30 slots), YETP (approximately 565 slots), and some Title I (70 slots specifically for youth). The SPEDY activity is primarily work experience. Approximately 45 of these, primiarily high school graduates and drop outs receive one or two hours per week of career counseling. Also, approximately 60 junior high school youth participate in the Career Exposure Program which includes hands-on laboratory exposures to several occupations (e.g., welding, food service, electrical trades, cabinet making and cosmotology).

Project of Easton operates YCCIP for the prime sponsor. The 30 slots provide work experience for out-of-school youth and the youth perform a two-fold community service. First, youth winterize the homes of the low-income elderly residents. Second, the youth clear public lands and then give the resultant wood supplies to the low-income elderly.

Through YETP funding 350 in-school youth are served by two programs. The Lehigh County Area Vocational Technical School provides 10 hours per week of intensive career counseling, assessment, employability skills development, and field trips for 75 youth. In addition, youth are placed in work experience slots which relate to their career goals. In some cases, primarily for graduating seniors, OJT and placement services are provided at program completion. Approximately 250 youth are provided with transition services through Northampton County Area Community College. These services are targeted for high school seniors who have not made a career choice and who are potential dropouts. Through the Eastern Northampton Area Vocational Technical School's Business Education Placement Program, 25 in-school youth are placed at selected cooperative education worksites for 15 hours per week during the school year and 30 hours per week during the summer months.

The prime sponsor (LVMP) provides 200 work experience slots through YETP. These slots include the following occupational areas: service, clerical, health care, day care, data processing, building maintenance, and automotive repair. Some youth who participate in work experience also receive job sampling in eight occupational areas.

LVMP also offers classroom training under YETP in: distributive education, automotive technology, prevocational education, and prescription training. Prevocational education assists youth in basic education skills and GED preparation. Prescription training meets the more individualized needs of youth. Finally, literary and bilingual training is available for 15 out-of-school youth through a subcontract with the Hispanic American Organization servicing primarily Spanish speaking youth. There are also two career awareness programs to serve eighth and ninth grade students. These two projects involve a day long tour of the participating vocational technical schools including selected stops and a tour of an area business or industry. Bethlehem Area Vo Tech serves 600 students and Eastern Northampton Area Vo Tech serves 400 students.

Through Title I funding LVMP provides: 1) a career awareness program for 25 high school dropouts, 2) a part-time work experience program for 110 in-school youth, 3) a nine week work experience program which serves 45 handicapped youth, and 4) other standard Title I programs such as OJT and classroom training.

The school districts are numerous in the LVMP's jurisdiction. However, they do form a cooperative linkage through the various vocational/technical schools. These vo techs provide what seems to be the second major source of employment and training related services for youth in the area. In addition to these programs listed above (funded through LEA agreements), these vo techs provide a standard mix of classroom training and training related work assistance.

They also provide the Diversified Occupation Program to assist juniors and seniors in obtaining training and experience in careers not available in the vocational shops.

In Carbon County information was obtained from the Schuylkill Carbon Agency for Manpower (SCAM). SCAM provides services to youth through YETP (16 slots), YCCIP (14 slots), SPEDY (200 slots) and some Title I. Due to the small numbers, programming is limited primarily to work experience activities coupled with GED preparation. Also the majority of youth served are out-of-school. The Carbon County Vo Tech seems to have a very similar set up to those vo techs in the LVMP jurisdiction. Since the Carbon County VEP was targeted to serve only handicapped youth it is important to note that the Intermediate Unit (special education) has specific linkages to the vo tech to provide handicapped youth with vo tech services.

Relationships and Cooperation

Generally, there appeared to be cooperative efforts on the part of all actors involved. The Lehigh Valley Manpower Program has cooperated with the local NAB-HRDI sponsored summer VEP for youth. LVMP agreed to fund two summer administration positions, donate office space for summer personnel, certify eligibility of applicants, provide supportive services and perform payroll functions. NAB-HRDI personnel conducted day-to-day operations of the programs.

Both business and labor cooperate with youth programs in general and specifically on VEP. NAB as a major business force also assists in job development efforts and veterans outreach. HRDI along with other union organizations are severely hampered in their efforts to help youth due to the high number of unemployed within their ranks. However, they have been able to provide labor education.

Cooperation with the schools appear to be positive overall. The LVMP has a number of subcontracts with the area vo tech schools to perform training services. There are some bureaucratic problems particularly with the community colleges.

A major academic credit problem stems from the fact that there are 36 separate school systems in the three county area with no overriding board. It is difficult to get academic credit in Pennsylvania due to the inflexible rules and regulations of the Pennsylvania school system. Concurrence must first come on the state level and trickle down each of the 36 districts. Instead of academic credit, the GED completion is an important aspect of the program.

Cooperation with CBOs has been strong also. They use local groups as outreach and recruitment sites and others simply for referral. This helps to promote feelings of good will and allow the community to be involved with the programs.

Political

The political climate is favorable to youth programs. There is little political pressure from any of the local politicians. However, some middle class backlash has been felt in the area. The attitude is that it is fine to run these types of programs as long as DOL continues as the funding source. There is some indication that perhaps these programs would not run if the city had to run them themselves.

YPC

In the Lehigh Valley Region, the YPC is an expansion of the earlier Youth Subcommittee of the Manpower Area Planning Council. It includes representatives from business, labor, schools, community people, youth, etc.

Responsibilities of the YPC are to advise and recommend procedures for implementation, solicitation and recommendations of projects for funding.

Youth Council

In the Carbon County region, the youth council is a component of the prime sponsor's advisory council. The youth council's primary responsibilities include: 1) assist in program and operational planning of all youth-related projects, 2) monitor and evaluate youth programs, and 3) review and rate youth project proposals for purposes of recommendation to the entire advisory council of funding recommendations. In addition, members are expected to assist in monitoring in order for the prime to conform to mandated federal regulations.

All recommendations are reviewed by the prime sponsor's administrative staff, who notify the youth council of prime sponsor decisions affecting any aspect of youth programs. This review process acts as an assurance that the youth council prioritize projects in conformance with federal parameters.

A youth representative has similar membership, responsibility and voting responsibilities as other members. To assure input from the youth, each youth program participant (drawn from each of the various youth components) is invited to attend the subcommittee meetings for their input.

Demographics

Data available indicates that between 1960 and 1970, the Lehigh Valley SMSA grew by nine percent. In 1970 the Allentown-Bethlehem-Easton (A-B-E) area had a population of 594,124 persons with 1979's projected population at 641,916 or an eight percent gain. However, while Lehigh and Northampton counties experience growth, Carbon County experienced a slight decrease in population.

Between 1970 and 1979, the nonwhite population is forecast to increase at approximately six percent higher than the total growth rate (abouth 13.8%), with nonwhite females higher than nonwhite males. With a total population in July 1975 of 489,300, the civilian labor force in 1976 was estimated to be 241,000 with 15,800 unemployed. Projections for 1978 show 246,400 employed with 15,800 unemployed.

Unemployment rates for whites in this area is 6.33% and 11.70% for nonwhites. For white males, it is 5.4% versus 15.48% for nonwhite males. The unemployment rate for all males is 5.5% versus 7.6% for females.

The projected youth population in the A-B-E area for January 1979 is 46,996 between 15-19 and 40,930 between 20-24. In school youth 16-19 is estimated at 44,169 with out-of-school estimated at 1,098.

The number of youth entering the civilian labor force indicates a slight decline. However, the unemployment rate for youth continues to be much higher than the overall unemployment rate of 7.0% in 1977 compared with 14.8% for youth.

Unemployment and Employment Trends

The employment picture in the A-B-E region has been brightening slowly. Since 1975, total employment has advanced each year and is expected to continue. Unemployment has slowly decreased since the recession of the mid 1970's. The decrease would have been more dramatic had it not been for the simultaneous expansion of the civilian labor force.

Projections for fiscal year 1979 indicate a gain in employment of about 2.5% as a result of the industrial diversification that exists locally. Unemployment is expected to continue a downward trend to a rate of 6.3% for fiscal year 1979.

In the Carbon County area, the labor force is decreasing in total size. Carbon County showed a net employment loss of nearly 1,000 workers during the 1962-1972 period.

Market Analysis for Youth

There are a number of barriers to youth gaining employment in this area. Placing them in private unsubsidized employment is difficult because of such laws as child safety, etc. that employers are bound by. Coupled with the laws, are the large numbers of unemployed persons in the work force which allows the employers a large pool of experienced persons to employ. This problem is intensified by the simultaneous entry of a large number of women to the work force by taking many of the jobs originally available to youth. It is much easier to place youth in this area when they are over 18. However, they still face intense competition for the jobs available, due to the large number of unemployed and additionally, some employer biases. Employers frequently feel an older more experienced worker is more likely to stay on the job for a longer period. All of these factors relate to the types of jobs youth find themselves doing. These are jobs with frequent turnover, low skill, low pay and entry positions with little chance for advancement. In turn, the nature of these jobs perpetuates the syndrome of frequently switching jobs and not acquiring a good work history.

In addition to the problems youth face with employers' perceptions, the large number of unemployed people and limited work experience, even if youth are able to find a worthwhile job, the transportation system in the A-B-E is completely inadequate. Bus service is limited to the center city areas of this region and do not reach the outlying areas. For the most part, public transportation does not even service the majority of the vo tech schools in the area. The prime sponsor has had to make private arrangements with their counselors driving vans to provide transportation to youth participating in their program.

There is no public transportation at all in the Carbon County Area so other arrangements have to be made. In addition, the majority of youth in that area cannot even find employment. There are very few places where youth can work. There are, however, opportunities available in the large labor market outside the area. Thus, there is a high percentage of youth out-migration from this region.

In summary, while there are jobs available, in general the bi-county area has poor employment prospects for youth. This can be attributed to a number of factors including: 1) a lack of substantial work history and the need for exposure to short term work situations; 2) absence of vocational maturity, 3) unrealistic expectations of actual conditions in the world of work; 4) inability to make choices in vocational training; 5) lack of suitable educational facilities in the region; and 6) the high volume of unemployed adults competing for the same jobs.

ATLANTA, GEORGIA

Introduction

Six VEP projects were run in Atlanta in the summer of 1978. These programs included (1) Butler Street YMCA, (2) Equifax, Inc., (3) ANAIFCO, Inc. (4) Communication Center of Greater Atlanta, (5) Printing Specialists, Local 527, and (6) Metropolitan Atlanta Boys Club, Inc. All six of these organizations served youth from the City of Atlanta which encompasses 137 miles in Fulton and Decalb counties. The city is the center of a fifteen county SMSA that is approximately 7.5 times the area of Atlanta.

Types of Programs

The provision of services to youth in Atlanta is quite varied. There are a number of agencies which provide social services and recreational activities. Some of these also provide limited vocational counseling (e.g., Atlanta Area Council Explorer Division). Others provide some employment and training services in direct relation to their primary goal (e.g., Atlanta Pre-Trial Intervention Project). There are a number of nationally affiliated agencies such as OIC, Job Corp and Urban League with offices in Atlanta, which have employment and training services. Finally, Atlanta, as the state capital, is served by a number of state agencies (e.g., Georgia Department of Labor, Atlanta Office) in addition to the Prime Sponsor.

The City of Atlanta Prime Sponsor provides employment and training services for youth through YETP (1040 slots), YCCIP (76 slots), SPEDY (690 slots) and some Title I. YETP services 240 in-school youth in work experience. Emphasis is placed on servicing the potential drop out and providing some assessment, work orientation and counseling in addition to ten hours per week (twenty hours during school vacations) of work experience for twenty-two weeks.

Approximately 400 out-of-school youth are served through Career Exploration which provides nine months of work exposure, classroom orientation, vocational counseling and referral services. An additional 300 out-of-school youth are provided job placement services with special emphasis on world of work knowledge and behavior. There is one week of intensive classroom orientation in addition to some on-going counseling followed by placement efforts. Finally, 100 out-of-school youth are serviced through OJT slots developed specifically for youth.

The City of Atlanta provides 76 slots for out-of-school youth through five YCCIP sub-contracts, including: (1) Project MOVE, a cooperative project including the American Postal Workers Union, VISTA, and Carpenters' Local 225. This group provides eighteen slots for youth to work under the supervision of journeymen carpenters in a home rehabilitation project. (2) The Southern Area Youth Council has six youth in each of three Atlanta Housing Authority Projects conducting a thorough clean-up campaign. (3) Interfaith Incorporated employs six youth in developing and implementing physical improvements in three housing projects. (4) The Latin American Association employs six youth with bi-lingual capabilities in implementing physical improvements in one of Atlanta's Hispanic population centers. (5) The Bureau of Cultural Affairs employs twenty-eight youth in three projects involving work in the Botanical Gardens, production pottery, and historical research.

The Summer Youth Program provided 3,320 work experience slots. Economic Opportunity Atlanta, Inc. provided 2,480 of these slots. The Atlanta Board of Education provided 790 slots which also included the Career Awareness Laboratory. The Committee to Increase Minority Professionals in Engineering, Architecture and Technology (CIMPEAT) provided fifty slots for prospective engineering students.

In addition to the ANAIFCO (Atlanta Negro Airmen International Flying Club) and CCGA (Communication Center of Greater Atlanta) programs, Atlanta had four innovative programs including: (1) Voice News Network providing 150 youth with nine weeks of classroom and field work in various areas of print journalism; (2) Atlanta University Center providing twenty-five slots in career exploration in computer sciences; (3) Grassroots Organization Incorporated providing a nine week program for twenty youth in career exploration and work experience; and (4) Opportunities Industrialization Centers providing vocational exploration, personal assessment and evaluation in addition to living skills, employability, and job matching for 100 youth.

Finally, Title I provides substantial service to youth. Approximately thirty-five percent of all Title I participants are youth. While it is somewhat difficult to single out those specific programs where youth comprise a significant number of participants, there are at least two. The Atlanta Urban Corps provides 350 summer internships for college students who meet CETA eligibility. The Work Experience/Education Program (WEEP) provides vocationally-related part-time employment combined with remedial basic education. WEEP is six months in duration and participants are paid wages for hours worked, but not for the time in remedial education. In addition, youth participate in classroom training and other standard Title I services.

Beyond the standard vocational/technical education services such as Distributive Education and Co-Op, the school system provides several innovative programs. These include: (1) Class-size skill training for the Prime Sponsor at the Metro Atlanta Skills Center, (2) The Executive Internship in conjunction with the Chamber of Commerce, which provides youth (mostly 15 and 16 year olds) with experience in the private sector for high school credit, and (3) School House Without Walls, an internship program for high school seniors.

Relationships and Cooperation

In general, there appears to be a major emphasis placed on developing linkages and promoting communication among all segments of youth programming. There are strong attempts being made to move from self-sufficiency and fragmentation of services to a coordinated and cooperative network. In addition, through Economic Opportunity Atlanta, Incorporated, there are efforts directed at maximizing contact in the surrounding community and gaining additional support and cooperation.

Atlanta experiences active participation and involvement by labor, business (even to the extent of finding placement sites) and employment security. With the movement back to the use of community organizations and schools as recruitment and referral sites, more cooperation can be expected in the future.

For the summer programs in 1978, Atlanta changed its recruitment and referral mechanism. Originally, all recruitment and referral had been handled by schools and community organizations. However, the prime sponsor wanted the recruitment done by a central agency, namely ES, for the summer of 1978. This presented several major problems. There was no procedure or mechanism instituted by ES to define youth interests, goals, or needs. Thus, both employers and youth were displeased with the referrals. While the original plan was for ES to do certification and recruitment only, they did do referrals. This method essentially eliminated school and community involvement. It also negatively affected the mix of youth who applied for the program. A majority of contractors expressed displeasure with referrals.

Since 1976, NAB and HRDI have operated the VEP program. In addition, numerous unions sponsor apprenticeship programs which serve persons 18 to 27, but focus on the under 21 age group by actively recruiting recent high school graduates. The private sector has been involved in youth programs through the summer hiring programs coordinated by NAB.

Due to the combination of business and industry movement out of the central city to the perimeter and a mass transportation system that does not adequately service the area, the school system perceives business and industry as not particularly concerned with the quality of education in the city. While there is strong support for expanding economic development in the city, the city school system is not viewed as a training ground for potential employees in industry. There is no cohesive notion or plan linking economic development and improvement in educational facilities to meet future needs.

Concerning academic credit, the Atlanta Board of Education does award academic credit through its alternative programs or its vocational program. Those who participate in the OJT programs may receive limited academic credit toward a high school equivalency diploma requirement.

Political Factors

The City of Atlanta has a mayor-council form of government with a political climate favorable to youth programs. The mayor's office has consistently given active support to youth programmatic efforts. While political interference is said to be minimal, the process whereby the awards are granted is quite political and competitive. The selection process for contracts is set by a city ordinance which appears to have a negative impact on potential bidders, i.e., too much red tape. Both the Employment and Training Advisory Council (ETAC), appointed by the mayor and City Council review the recommendations they receive from the Youth Planning Council (YPC) on programs to be funded. No program can be funded without prior approval from the council and ETAC. However, it is rare that recommendations of the YPC are not accepted.

In its advisory role, YPC is responsible for (1) review of the current labor market and employer needs, (2) prioritize these needs in view of the current situation, (3) call for proposals, (4) review and evaluate all proposals on youth programs, (5) make recommendations to the City Council and

ETAC, and finally (6) monitor and review the results of current programs for future planning.

Criteria used to judge which programs will be recommended for funding include: (1) programs that are innovative, yet not too extreme and expensive, (2) those programs that are essential in teaching skills and appropriate attitudes in the world of work, (3) past performance of the agency, (4) capability and staff expertise, (6) facilities where the program would operate, and (7) quality of the board of directors of the agency.

Although the YPC does contain youth representation (six of twenty-five seats), youth input and influence is minimal. Youth membership has experienced a high degree of turnover. In addition, youth rarely speak and appear to be quite intimidated. Finally, there appears to be a number of individuals on the council with a vested interest in the proposals that are funded.

In addition to the numerous problems unemployed youth face, their situation is compounded by Atlanta's transportation system. While boasting one of the country's finest transportation systems, it unfortunately is affected by the political forces in the metropolitan area. The system does not service those counties who do not participate in the tax structure (to receive bus service, counties must vote to pay a tax for the service). Therefore, in many instances, transportation does not service those areas that need it most. In addition, the majority of businesses are locating outside of the city, further compounding the problem.

Demographics

Data available from the Georgia DOL indicate the 1970 population of the city was 495,144 and by 1979 it is expected to decrease by twenty-one percent to 391,130. Of the 1979 estimate, 154,861 will be white and 236,269 nonwhite. Nonwhites will decrease about twenty percent from the 1970 figure.

Between 1970 and 1975, Atlanta experienced a net population loss of 3,974 due in large part to "white flight" from the central city. According to the 1975 Housing Annual Report, a larger percentage of whites left the central city for other parts of the metropolitan area than blacks. Conversely, a larger percentage of blacks moved into the central city from elsewhere than whites. This migration within the SMSA accounted for a net loss of 48,846 whites and a net gain of 1,541 blacks.

Statistics for out-of-school youth are not readily available. According to the 1970 census, 58.06 percent of youth (14-21) in the civilian labor force were not in school, half again as large as the number of in-school youth. The annual drop out rate is estimated at 4.9 percent. The total number of drop outs, age 14-18, is 1,391; while over the age of 18, the number of drop outs is 76.

The unemployment rate is projected to rise from 7.7 percent to 9.7 percent in 1979. The projection is based on an eight year trend, coupled with the forecast for a national economic downturn. Whites are estimated to have a seven percent unemployment rate as opposed to 11.8 percent among nonwhites. For females, the unemployment level is estimated at 12,801 (57 percent of the total unemployed) with an unemployment rate of 10.7 percent. According to the 1970 civilian labor force data, 39.14 percent of the 202,604 youth aged 14-21 were in the civilian labor force. Of those youth not employed, 56.28 percent were not enrolled in school.

The July 1977 employment statistics indicate that Atlanta is above the national average with an unemployment rate of 8.1 percent for the total population, and 6.9 percent for males only. Black unemployment was at ten percent. According to the Bureau of Labor Statistics, the unemployment rate for nonwhites in Atlanta for both sexes, aged 16-19, for the past three years has been 22.5

percent in 1974; 41.7 percent in 1975; and 39.2 percent in 1976.

Little information was available on youth and the types of employment they seek in the Atlanta area. However, indications are that youth gravitate to low skill, low wage, high turnover positions. It is difficult for youth to find entry level positions that have a possibility for advancement. Therefore, those occupation groups which employ large numbers of youth tend to have higher replacement needs.

PROVIDENCE, RHODE ISLAND

Introduction

The VEP operator for Providence, the National Alliance of Business, concentrated its efforts in the City of Providence but did extend VEP services throughout the state. Since Rhode Island is only 1,058 square miles divided into five counties and two prime sponsors, this environmental report covers the State of Rhode Island.

Types of Programs

Programs, specifically for youth employment or training, are operated either by the prime sponsors (including their subcontractors) or the school systems. While there are a number of organizations which provide social services and recreational activities, employment and training activities are primarily CETA funded.

The City of Providence prime sponsor served youth through five YETP projects (291 slots), one YCCIP project (20 slots), SPEDY (1,350 slots), a Title I Classroom Training Program (60 slots) and a Title I Work Experience Program (200 slots).

The largest of the YETP projects (180 slots) provides classroom training and work experience for in-school youth and is operated by the Providence School Department under an LEA agreement. This project also provides for a comprehensive assessment of youth prior to assignment to one of three types of slots. The first slot, Career Employment Experience (YETP), provides for skill training, work experience and career and vocational counseling. It is primarily concerned with eligible youth who appear to be potential dropouts. In the second type, classroom training component, youth closest to graduation are provided with training and job sampling in preparation for placement into the labor market. Finally, the work experience component provides slots for youth who may or may not be participating in the regular vocational program.

There are four YETP projects for out-of-school youth: 1) Project Persona (25 slots) for non-English speaking youth which provides 50 weeks of remedial education, career guidance, vocational exploration and cultural orientation; 2) Youth Jobs Program operated by Providence OCI provides 48 slots for 43 weeks of assessment, pre-employment classroom training, work experience, job development and placement services; 3) Josilin provides 23 slots for 20 weeks of orientation, job sampling, field trips, job counseling, individualized remedial education, and placement services; and 4) Providence Family Learning Center, Inc. provides 15 slots for 40 weeks to female heads of family who are high school dropouts offering individualized instruction in the participants' home for GED success, family life and parenting skills, and job related counseling and skill development.

The YCCIP project, Citizen Service Program, is for high school dropouts. This program provides 20 slots for 45 weeks to perform community beautification and winterization projects.

SPEDY activities are divided into four categories: 1) Skills training -- a combination of training and practical experience for eight weeks. One hundred and eighty slots are divided among various occupations including wood working, office procedures, commercial art, printing, animal/plant husbandry, health care, and building maintenance. There is an emphasis on having at least one group of 15 handicapped youth. 2) Skills sampling -- Youth spend two weeks in each of four skill areas of their choice. The areas are the same as in skills training with the exception of health care. 3) Work experience -- the bulk of SPEDY participants are in standard work experience. 4) Special projects -- approximately 100 youth are involved in eight special projects: remediation and vocational training for the deaf, a touring theatre project, a theatre arts program, model job sampling, beautification project, a newspaper, restoration of City Hall and supervision of the Mayor's Neighborhood Basketball League. In addition, SPEDY also offers labor market orientation for all participants.

Finally, the Providence prime sponsor also has a non-financial agreement with opportunities for women to provide seminars for graduating female seniors on non-traditional opportunities.

The Balance of State prime sponsor provides the following services to youth: YETP (600 slots), YCCIP (100 slots), SPEDY (4,000 slots), and some Title I activities. Since their Prime covers a considerably larger area, there are more numerous subcontractors with a multitude of variations. In general, the types of programs are similar to those of Providence. Two exceptions are: 1) BOS makes use of OJT for out-of-school youth; and 2) Classroom training includes keypunch operators/data processing, food service, maintenance machinist, auto mechanics, shipbuilding trades, maintenance welder, truck driver, drafting, health occupations, carpenter helper, tool and die maker, and cosmotology.

The school system, both on the state level and in the City of Providence provides a combination of services related to employment and training. These include: 1) many standard avenues such as Distributive Education, CO-OP, vocational and technical courses, 2) a demonstration project such as Experienced-Based Career Education, and 3) those services provided through LEA agreements such as Extended Day/Career Employment Experience.

Relationships and Cooperation

There appeared to be little involvement from the unions in terms of absorbing and placing youth on jobs. This is due to a number of reasons. Rhode Island, while enjoying economic growth, is not expanding its industries in any great numbers. While there are jobs available, it is mainly through job replacement as opposed to job expansion. In addition, there are still a number of union employees that are not working. HRDI does not have an office in Rhode Island. Therefore, NAB had full responsibility for the operation and administration of VEP's. In addition, unions in general are not particularly strong in Rhode Island. The exception being the construction union, from which there is little involvement due to the lay offs.

Private sector involvement appears to be mixed. Employers cooperated well with VEP. The employers participating seemed to be enthusiastic about the program. For the most part these employers provide good experiences to promote some realistic work attitudes and skills among the youth. The youth were also provided with some hands on training of various tasks. It was noted by members of the public sector that they would like to see more of this kind of involvement by the private sector. However, private sector employers appeared to be reluctant in hiring youth for a variety of reasons including their perception of youth as high risk workers.

The school systems varied with respect to cooperation but much of the issue was clouded by competition for available funding. This competition was either with other school districts, as in the case of the Balance of State prime sponsor, or with other agencies, as in the City of Providence. There also seems to be some problem between prime sponsors and the school systems.

The school system suggests that prime sponsors do not provide enough planning time and prime sponsors suggest that school systems show little regard for deadlines.

Little cooperation was found on the academic credit issue in both the BOS and the City of Providence. While the in-school youth receive 1/2 credit for every 100 hours worked, out-of-school youth may receive credit only after the program is completed and the youth returns to school. It therefore becomes a reward for participation as opposed to an enticement to take part in the program.

Political Factors

In Rhode Island there appears to be little actual political interference in youth programs although there is good rhetoric about intervention. The political make-up of the City of Providence consists of a Democratic city council and a strong Republican Mayor. While these factions have some problems, those reported had no effect on the program. In addition the City of Providence does not have a civil service system. While politics might put enormous pressure on the prime sponsor because of the civil service absence, the prime sponsor seems to have insulated the program from potential interference with a detailed eligibility certification process.

The governmental units which comprise the Balance of State jurisidiction also provides little problem. The state government has been instrumental in promoting economic development in Rhode Island. Members of both YPC-BOS and City of Providence tended to agree that once recommendations for funding were made it was a rare occasion when they were not accepted.

Programs funded by the Youth Planning Council are judged on a number of criteria. These criteria include: 1) funding for programs that are not extremely innovative. These innovative programs are perceived to be more expensive than the other programs. When funds are tight it is preferred to fund more traditional programs. 2) Funding usually goes to programs sponsored by groups with an established track record. This helps to assure that the programs will be run in a reasonable and reliable manner. 3) The YPC tend to fund programs that teach some tangible skills and promote a strong work attitude. These programs expect youth to perform as opposed to being paid to do nothing. 4) Funding should be provided to those programs where the community is the benefactor, e.g., programs in weatherization, rehabilitation of homes, etc. 5) Finally, the programs must allow the youth an experience as realistic as possible in the world of work.

The major problem that many YPC members noted was the need to get the private sector more involved in these programs. It is through the private sector that the youth would gain the most realistic attitudes and expectation about the world of work.

In addition to the numerous other difficulties youth face in finding employment, the lack of adequate transportation system compounds the problem. While there appears to be enough job opportunities in the City of Providence, there is little way of reaching them. Jobs that are located out of the Providence area are almost impossible to get to by public transportation.

Demographics

Rhode Island, with a total land area of 1,058 square miles, had a population of 949,723 in April 1970, making it one of the highest states in population density, with 898 persons per square mile.

Population trends in Providence are comparable to other Eastern urban centers. The city reached its population peak from 1930-1940 and has been experiencing a decline in population over the past thirty years. Between 1960-1970, Providence experienced a net out-migration of 28,825 (13.6%) from 207,498 in 1960 to 170,213 in 1970. The Employment and Training Administration population projection for Providence for July 1, 1979 is 150,974, down significantly from the 1970 figure.

By comparison, the BOS prime sponsor area increased by 118,520 or 18.2% from 1960 to 1970. This growth indicates Rhode Island experienced substantial growth in the suburban areas. Projected population estimates for July 1, 1979 is 770,515.

The entire state experienced growth during 1970-73 with a drop in population after 1973, reflecting the results of the Navy Base closing with an out-migration of military personnel and their families. While the city of Providence did not suffer as great a loss of population as the rest of the state, the city did experience some outmigration as a direct result.

Youth statistics for fiscal year 1978 has a projected population for 14-21 year olds for the state at 138,253. Of this, 88.9% or 122,881 reside in the BOS jurisdiction. Non-whites comprise 4.4% of the state's youth population and 2.5% of the BOS youth.

Unemployment rates for the State of Rhode Island and the BOS show youth (16-21) rates of 11.2% and 10.9% respectively. Youth unemployment remains consistently high due to a number of factors, including such forces as the nature and types of jobs in which they are engaged and the high turnover nature of jobs.

Family income information indicates there are an estimated 19,107 youth (14-21) in families with income less than the poverty level in 1977. Approximately 15,773 of these youth are in families having income less than 85% of the poverty level.

The Bureau of Labor Statistics anticipates the state's labor force to reach 432,320 during fiscal year 1978. Most notable increases will be through participation by women.

Projected labor force participation rates for Providence 1978 indicate 42.8% (2,302) white males and 42.8% (2,297) white females will be active in unsubsidized employment for ages 16-19. Nonwhites, on the other hand, had participation rates of 5.2% for males (282) and 9.2% (494) for females ages 16-19. These figures indicate the difficulty non-white youth have in gaining employment opportunities.

According to information from DES and CETA records, the majority of youth enter the labor force in the service, wholesale or retail trade, or the manufacturing sectors. Providence labor force composition differs significantly than the rest of the state, in every employment category. Generally, the city possesses a higher percentage of persons employed in the lower wage paying industries. There seems to be a large number of low wage, low skilled jobs.

In regard to the City of Providence's labor force it must be noted that of the total labor force employed, less than 50% are residents of Providence. There is a significant difference in the socio-economic make up of the City of Providence as compared with the Providence SMSA. Generally, there appears to be a higher percentage of high-wage, high-skilled jobs located outside of Providence. The population of the city is poorer and less educated than that of the Providence SMSA. Indications are that a significant portion of higher salaried employment is held by persons from outside the city.

Economic Conditions

The state has continued to enjoy a general strengthening of its economy reflected in both manufacturing and non-manufacturing sectors. In 1977, 8.4% more people were employed than the recession year of 1975 or 3.2% above the pre-recession year of 1974.

The state's 1977 wage and salary employment total represented a gain of 12,000 or 3.3% from 1976. The manufacturing increase was led by jewelry. Other manufacturers to gain included metals and machines, electrical machinery, fabricated metals and primary metals.

In the non-manufacturing sector, gains were primarily made in the trade and service areas. Substantial increases also occurred in government, finance, insurance and real estate, and construction. These facts hold true for both the State of Rhode Island and also the City of Providence.

Recent Trends in Unemployment

The annual average number of unemployed in Rhode Island in 1977 was 38,000, an increase of 3,000 or 8.6% over the 1976 totals. The state's labor force total of 440,000 was up 6,000 from the 1976 total. Although the state experienced an increase in total employment, it was not enough to offset persons entering the labor force. This resulted in an increase in both unemployment and the rate of unemployment.

Unemployment in Providence city followed the same trends as the BOS. The average unemployed in the area rose from 35,400 in 1976 to 38,200 in 1977, a gain of 2,800 or 7.0%. These unemployment figures are subject to change due to a number of factors. In winter months the increased jobless is due to severe weather. Seasonal spring hiring causes unemployment to decline in March, April, and May. June increases are due to new and re-entrants to the labor force, particularly students.

Industry and Occupational Trends

While the strengthening of the economy is expected to continue during fiscal year 1979, many of the job openings that will be available will be in lower pay, unskilled, poor advancement potential -- undesirable jobs. There is anticipated a limited need for professional and skilled occupations. Those most in demand include registered nurses, computer programmers, machinists, tool and die makers.

Unfortunately, the majority of job openings will be the result of workers leaving the labor force (retirement, death, etc.) as opposed to job expansion. It is also anticipated that new and re-entrants into the labor force will continue to experience difficulty in finding jobs due to continuing high unemployment rates. The new entrants (majority are youth and women) will have to compete with those who have prior work experience. While long term employment projects seems to suggest job availability contingent on replacement demand, these projections could be modified if the state is successful in attracting new industry through economic development efforts.

Most information seems to suggest that there is not a shortage of job opportunities for youth. However, the majority of these jobs are in the jewelry industry (which pays considerably less than comparable jobs). Also, there are a number of jobs available in the machine trades.

SAN FRANCISCO-OAKLAND

Introduction

Three separate visits were made to the San Francisco-Oakland area: two during the summer to observe program operations and one in early December to conduct interviews with individuals familiar with youth employment and training programs in general and VEP in particular. On the first visit, interviews were held with the operators of the Oakland Summer VEP program just as the program was beginning; on the second visit in late August interviews were held with the program operator and members of his counseling staff to elicit their views on the VEP summer experience. Also on this visit interviews were held with the program operator in San Francisco, some VEP enrollees, and the HRDI representatives in San Francisco. (This program had not been funded at the time of the first visit). In December, twelve interviews were conducted in the San Francisco-Oakland area. Included in these interviews were local NAB and HRDI officials, program operators, representatives from the prime sponsors, and representatives from both the San Francisco and the Oakland school systems. While this report is based primarily on the information secured in the December round of interviews, data gathered on earlier visits is included where appropriate.

The Area

The San Francisco-Oakland Standard Metropolitan Statistical Area consists of Alameda, Contra Costa, Marin, San Francisco and San Mateo counties and covers 2,480 square miles bordering San Francisco Bay. San Francisco city and county (the boundaries are coterminous) is the largest city with a population of 654,400 (1977 estimate); Oakland, across San Francisco Bay, in Alameda

County is the second largest city with a population of 338,000 (197? estimate). Berkeley and Fremont are each approximately 100,000 in population, while Hayward and Concord are just under 100,000. All four are on the inland side of the Bay. The estimated general growth rate of the area has been only 0.3% per year since 1970. San Francisco has experienced a 8.6% decline since 1970 and Oakland a 6.5% decline. This decline continues trends begun in the 1950's and is similar to patterns in many older "central cities" and across the nation. The down trend has accelerated in the 1970's as the result of the lower birthrate and a sharp reduction of migration into California and the Bay Area.

The 1979 projected racial composition for the SMSA was 77% white and 12% black. These figures, however, mask more than they reveal. San Francisco's population is multi-racial, multi-ethnic and polyglot in nature. For instance, the San Francisco Unified School District's student population is roughly 20% white, 20% black, and 60% Asian, Latin, and other ethnic groups. Since 1970 white enrollment has decreased by 56% while Korean enrollment has increased by 130%. Overall city public school enrollment has declined by more than 30% since 1979. In this period of overall decline, Filipino enrollment has increased by 52.2% and now accounts for 9% of the district's students. Last fall a study showed 4,500 immigrant students from 73 different countries, the majority of these were from 14 different Asian countries, each with its own history and culture. Even San Francisco's Latin population cannot be considered a single entity; the Spanish-speaking students come from 19 different countries. The problem is so large that the school system has established three newcomer centers; for Spanish-speaking, Chinese-speaking and Filipino students.

The unemployment rate for the SMSA averaged 7.5% during 1977, an improvement over the previous two years. While the Bay Area unemployment rate was slightly higher than the national rate in 1977, it trailed nearly one percentage point behind the California annual average unemployment rate of 8.2%. The San Francisco unemployment rate is significantly above the rate for the Bay Area, due to the city's concentration of job seekers with limited marketable skills and/or little experience. These figures from the Annual Planning Information document, however, do not indicate much about the problems of youth unemployment. Reliable sources place the youth unemployment rate at 75% in Oakland and at 70% in San Francisco. The Annual Planning Information document places the youth, 16-19 years old, unemployment rate at 16% for San Francisco and at 14% for the SMSA. Most of those interviewed by CUP staff felt these official estimates were too low.

The Program

Two Vocational Exploration Programs (VEP) were conducted in the San Francisco-Oakland area during the Summer of 1978. One was operated by the United Teachers of Oakland, AFT Local 177, AFL/CIO, the other by Shelter Institute of San Francisco.

The Oakland Project enrolled approximately 125 youth and covered a two county area. To cover an area this large five satellite centers (or subprograms) were used. One center enrolled only handicapped youth and another enrolled youth offenders; the other three had no special emphasis program, although each attempted to deal with non-traditional roles. Both the local NAB and HRDI representatives were actively involved in setting up this program and in facilitating program operations.

Youth were recruited and certified eligible by the State's Employment Development Department and the local prime sponsor; applications were filled out in the local schools as well as at various outreach centers. Interviews were held with applicants and those chosen were notified by mail. Orientation was conducted in a group setting in Oakland; one day each week was devoted to field trips and general vocational exploration. Orientation was conducted over a three day period and had a heavy dose of union information. Essentially the program was conceived as providing a "shadowing" or "on-site" vocational exploration exposure. Most youth were rotated among sites every two weeks because many of the work sites were at smaller business enterprises, "shadowing" often became on-the-job training.

In appraising the program, counselors reported general satisfaction with what had been achieved. Half of the youth offenders received jobs as a result of their VEP experience. Counselors felt that most youth had a greater appreciation of what *work* is and a greater appreciation of the world of work. Some employers felt that youth were initially not "in tune" with the realities and expectations of the work world, but felt that VEP helped these youth.

In achieving program goals, counselors felt that supervision at the site was more important than size of employer, although the youth offender program counselor felt that a small operation with "hands on" experience was best for these youth. In the handicapped program most enrollees entered with very low self-esteem (at least, as perceived by the counselor) and required a great deal of individualized attention. However, most of the handicapped enrollees were directed into some career training program.

The San Francisco VEP program differed significantly from that run in Oakland. It was shorter (three weeks); it enrolled only 25 youth; and it concentrated an employability skill development rather than "on-site" experience. Originally two programs were to be run from San Francisco but only one actually operated. The program involved students from high schools throughout

San Francisco in an intensive three week program of work awareness, work exploration and work experience. Work awareness included completing applications, mock job interviews, information on careers and clarification of individual values; exploration involved field trips and guest speakers; work experience came by participating in the management of the program.

Among the more innovative features of the program was enrollee participation in program management. Enrollees selected foremen who took attendance, collected assignments and assisted in maintaining discipline. Enrollees formed career contact teams to do research on various jobs and set up interviews with employees and employers in various job categories. In addition, enrollees formed their own "union" which (among other things) established a mechanism for student feedback concerning the program.

Enrollee reaction to VEP was quite positive. Many wanted a program which covered the entire summer; some hoped for an in-school continuation. There were, however, some criticisms: some speakers were boring, some field trips were boring, some businesses conducted "standard" tours rather than responding to the needs of the enrollees in this type of program.

The program operator noted that many enrollees had a severe lack of ability in reading comprehension and in writing. It was suggested that a program such as VEP can offer what the schools apparently do not offer -- a strong incentive for learning basic skills and a rationale concerning the importance of those skills in the real world. However, the program operator argues that "unless" there is some means of referral as follow-up, offering such incentive is worse than useless -- it verges on cruelty."

The Competition

In the San Francisco Standard Metropolitan Statistical Area (with its multiplicity of prime sponsors) there are the standard range of DOL programs available for youth. YETP, YCCIP, SPEDY, Title I (classroom training), Title I (work experience) and Title III slots are all available. Although not each of the primes has all the programs nor are satisfied with the number of slots allocated to them, it is true that most federal programs available can be found in the area.

In the specific area of career or vocational exploration the Oakland CETA office provides direct competition (but not necessarily wasteful duplication) for a vocational exploration type program, at least for in-school youth. After eligibility determination and intake processing (done at local public and private schools) and assessment (done by the Community College), an individualized Employability Development Plan is drawn up and executed. This 500 hour program provides career exploration, value clarification, private sector exposure and work experience. Oakland also has established a community career council to work with CETA eligible youth.

The Oakland School System offers seniors the opportunity to participate in General Work Experience (300-400 hours paid by the employer); Exploratory Work Experience (40 hours, non-paid) for younger students and vocational work experience, in which a student must be enrolleed in a vocational education class and must be supervised by a vocational education instructor. There are 40 different occupations currently available for vocational education students.

Commenting on the youth employment situation in Oakland, one school official noted that 60% of the city's entry level jobs were being filled with people from outside Oakland. He felt that the most crucial years for career education (vocational exploration) were grades 6, 7, 8. The potential drop out must be reached before he drops out or they may not be able to be reached until they are age 24 or 25, he noted.

In San Francisco, prime sponsor recruitment of out-of-school youth is handled by eleven community based organizations and by the school system. Activity is heavily focused on the area of work experience. There is little direct competition for a program focused on vocational exploration.

The school system, largely due to Proposition 13, is in dire financial straits. While it runs a few CETA programs for in-school youth, its involvement with vocational exploration is marginal. With the loss of reserve, programs are being cut quite drastically. Summer school was dropped; cultural and fine arts programs were greatly reduced or eliminated. While specific vocationally oriented high schools (e.g., Business and Commerce) do exist, no meaningful vocational exploration program is available on anything approaching a district wide basis. One school official noted that no meaningful work experience is offered to students. It was suggested that what the school system needed was a career education center and a job development office. Another official agreed but noted that the number one priority for the system was the development and implementation of state mandated minimum proficiency standards. It was also noted that the school system cannot (and should not) be a substitute for CETA.

The school system seems quite willing to work with private sector to help youth transition to the work world. Operation Bridge is a community based career education project to provide resources for high schools. The proposed "Adopt A School" project would involve business in helping to upgrade the public schools through such activities as the Loaned-Executive Program, the development of Job Placement Centers, the development of Career Centers, and the establishment of various awards, scholarships and prizes. Another proposal would strengthen the career awareness component in the middle schools (junior high) curriculum. There are also proposals to create, expand or strengthen the Counseling Education Center and the Educational Assessment Center.

Summary

The San Francisco SMSA area encompasses five counties with numerous political jurisdictions and covers almost 2,500 square miles. Within this area there are many subregions of widely diverse character. These range from very densely populated cities and suburban "bedroom" communities, to sparsely populated agricultural areas and woodlands. Most of the population and industry is located in the low lands around San Francisco and San Pablo Bays, although substantial growth has begun in the interior areas of Alameda and Contra Costa counties. On the other hand, the areas along the ocean in San Mateo and Marin counties and the more rugged hils in Marin remain lightly populated.

The City of San Francisco functions as the administrative center for the Bay area. It is the headquarters for many area financial, transportation, manufacturing, and government establishments. As in other large cities, a disparity exists between the types of skills required to run San Francisco's diverse economy and the types of skills that its residents possess. As a result workers commute daily to the city from surrounding counties. At the same time, workers (especially youth) residing in the city who lack skills and training are often frustrated in their search for work. A large number of youth from racial and ethnic minorities without adequate preparation are concentrated in the core of the city.

Most forecasts indicate that total employment in the City of San Francisco will rise moderately over the next two years. The local economy's increasing emphasis on the performance of services rather than the production of goods should generate more jobs in the service and retail trade industries than in any other industry group. Employment opportunities should be available for workers in a wide range of occupations, particularly professional, technical, managerial, clerical, sales, and service.

Despite increasing employment levels, however, there is expected to be a continuing surplus of applicants, particularly youth, in most fields of work especially for entry-level positions. Competition will remain intense; those unprepared will lose. Because of the low job-mix opportunity in the city and of the racial and ethnic diversity of the population, vocational exploration programs are needed (and would be welcomed) which would relate youth needs with work opportunities.

TACOMA, WASHINGTON

Introduction

Tacoma is the central city in the Tacoma Standard Metropolitan Statistical Area which includes all of Pierce County. Tacoma is adjacent to Puget Sound in Western Washington approximately 45 miles from Seattle. The 1977 population of the Tacoma metropolitan area was estimated at 422,700. The City of Tacoma and Pierce County are both CETA prime sponsors. The discussion in this report deals primarily with the City of Tacoma.

Types of Programs

There are relatively few programs available to youth during the summer. Most of the work experience, vocational and career education programs of the Tacoma Public schools are conducted during the school year. Programs operated by Pierce County only overlap with Tacoma in the county areas near Tacoma.

The SPEDY programs in Tacoma, called JOY (Job Opportunities for Youth), placed 850 youth out of 1,543 eligible applicants in 1978. Another 70 youth were in the VEP program. The characteristics of the 920 participants were:

SEX	f	%
Male	424	46.1%
Female	496	53.9
AGE		
14-15	111	12.1
16-17	508	55.2
18-19	233	25.3
20-21	68	7.4

ETHNIC GROUP	f	%
White	341	37.1
Black	469	51.0
American Indian	41	4.4
Other	63	6.8
Spanish American	11	1.2
No information	6	0.5

In addition, JOY placed 25 handicapped youth and 61 ex-offenders. The largest employers for JOY participants were the City of Tacoma, Tacoma School District No. 10, McChord Air Force Base, Ft. Lewis and Tacoma Community College.

The Tacoma prime sponsor, Comprehensive Employment Services, operated the 1978 summer VEP program as a separate part of this regular summer effort. While the VEP staff was separate, the youth were recruited from the pool of eligible applicants to the JOY program. Recruitment and intake is centralized at the Tacoma Youth Employment Center which is located in downtown Tacoma. The Center also provides assessment and employment orientation workshops.

A wide variety of youth programs was offered during the school year. These include YETP, YCCIP, and CETA Title I programs. In addition, youth might leave the area as participants in the Youth Development Corps, (sponsored by the Department of Natural Resources) or the Job Corps. The Tacoma public schools have a number of programs during the school year. These are conducted through the five city high schools (each serving grades 10-12). The city schools have an open enrollment policy.

Although not really competing programs, The Youth Employment Center conducts two programs in addition to the other services it provides. The programs are the Youth Employment Organization which functions as a job finding club working usually on a temporary basis for households. The other effort is "KIDWERKS," a youth owned and operated graphics design business.

Relationships and Cooperation

Since the prime sponsor operated the VEP program in Tacoma the cooperation necessary between the program operator and the prime was not a problem. VEP utilized approximately 20 worksites at Ft. Lewis for their non-traditional emphasis. Clearly, these could have been filled by JOY or other programs in the absence of VEP.

The relationships of VEP to the private sector employers were handled by a combination of the efforts of the local NAB office and the staff of the VEP program. Both parties contributed to the development of worksites for VEP participants. NAB used its typical connections in the business community to involve the Chamber of Commerce. Overall, most of the VEP worksites were with smaller employers in the area (with the exception of the women placed at Ft. Lewis).

Tacoma faced problems similar to other areas in dealing with organized labor unions. As with the private sector employers, unions were approached by representatives of NAB and the VEP staff. There is no HRDI office in Tacoma. Unions, like private employers, vary considerably in their willingness to be involved with youth programs such as VEP. This appears to be a result of the strength of the union and the employment situation of its members coupled with the personalities involved on both sides.

Relationships with the Tacoma schools are important for the prime sponsor since YETP operates at the schools. However, the facilities of the Youth Employment Center lessens the need to recruit youth directly in the schools. The school system appears cooperative, but feels that during the school year they are providing a full range of career development related components. Alternative schools and programs are just beginning to develop to any degree.

Environmental

In the year prior to start-up of the Summer VEP, the Tacoma SMSA showed continued improvements in employment opportunities. Total employment in the area increased by 8,600 while the unemployment rate decreased from 10.8 percent to 6.9 percent. This economic expansion is reflected in the overall population changes. Since 1973, the population of Pierce County has increased each year. Because of displaced Vietnamese in the area, non-white population increases were the largest.

Since 1970, the labor force in the Tacoma SMSA has undergone considerable change. White male labor force participation increased by 12.1 percent, while their non-white counterparts increased 110.8 percent. Among females, white female labor force participation increased by 18.9 percent since 1970, while non-white female participation rates increased by 37.5 percent for the same period.

Part VI. Technical Appendix

A. Sites Visited
B. 1978 VEP Youth Application
C. Instructions for Coordinators: Pre-Program
D. Pre-Program Survey Instrument
E. Pre-Program Survey Instrument (Spanish language)
F. Instructions for Coordinators: Post-Program
G. Post-Program Survey Instrument
H. Post-Program Survey Instrument (Spanish language)
I. Format for Intensive City Visits
J. Code Book and Final Frequency Distribution

1978 SUMMER VEP

CUP Site Visits

Akron, Ohio	Akron Summit Tutorial Program Akron Public Schools
Allentown, Pennsylvania	Carbon Training Center, Inc. Lehigh & Northampton Counties Labor Councils AFL/CIO
Atlanta, Georgia	ANAIFCO, Inc. Butler Street YMCA Communications Center of Greater Atlanta, Inc. Metropolitan Atlanta Boys Club, Inc. Printing Specialists Local 527
Baltimore, Maryland	AFSCME, Local 44 YMCA of Greater Baltimore
Denver, Colorado	Employ Ex. Inc. Northern Colorado Consortuim, Inc.
Fort Worth, Texas	Fort Worth Area Chamber of Commerce
Lansing, Michigan	I.B.E.W. Local 655
Miami, Florida	Latin Chamber of Commerce Miami-Dade Chamber of Commerce
Minneapolis, Minnesota	B'nai B'rth Minneapolis Regional Native American Center The Way-Opportunities Unlimited, Inc. Welcome Community Homes, Inc. YWCA of Minneapolis Area
New Orleans, Louisiana	Delagdo College Development Foundation
Oakland, California	United Teachers of Oakland
Philadelphia, Pennsylvania	Columbia School, Inc. Negro Trade Union Leadership Council YWCA of Philadelphia
Providence, Rhode Island	Blue Cross/Blue Shield Community Affairs Office Greater Providence Chamber of Commerce The Outlet Company Woonsocket Chamber of Commerce
St. Louis, Missouri	Regional Commerce and Growth Association
St. Paul, Minnesota	Women's Center - St. Paul YWCA

San Diego, California	Chicano Federation of San Diego County, Inc.
San Francisco, California	Shelter Institute
Syracuse, New York	Greater Syracuse Chamber of Commerce
Tacoma, Washington	Tacoma Employment Service (Fort Lewis) Lower Columbia Community Action Council (Longview) Thurston County Off-Campus Schools (Olympia) Puyallup Valley Youth Services (Puyallup)
Toledo, Ohio	National Alliance of Business (Owens-Corning Fiberglass)
Washington, D.C.	Greater Washington Board of Trade Greater Washington Central Labor Council AFL/CIO

INSTRUCTIONS: Interviewer should fill in lines 1-11 as completely as possible.
Use "N/A" if question does not apply. Be sure applicant has signed the completed form.

1. NAME ____________ DATE OF BIRTH ____________ SOCIAL SECURITY # ____________

2. ADDRESS ____________ CITY ____________ COUNTY ____________ STATE ________ ZIP ________

3. HOME PHONE ____________ MARITAL STATUS: ☐ SINGLE ☐ MARRIED ☐ DIVORCED NUMBER IN FAMILY ________

HEAD OF HOUSEHOLD: ☐ YES ☐ NO

4. EDUCATION - LAST GRADE COMPLETED ________ DO YOU PLAN TO ATTEND SCHOOL IN THE FALL? ☐ YES ☐ NO

NAME OF LAST SCHOOL ATTENDED ____________

DO YOU HAVE A GUIDANCE COUNSELOR? ☐ YES ☐ NO

5. MILITARY SERVICE - FROM ________ TO ________ BRANCH OF SERVICE ________ HIGHEST RANK HELD ________ TYPE OF DISCHARGE ________

6. HAVE YOU EVER BEEN CONVICTED? ☐ YES ☐ NO

7. IS YOUR FAMILY RECEIVING AFDC (AID TO FAMILIES WITH DEPENDENT CHILDREN)? ☐ YES ☐ NO

8. DO YOU HAVE ANY HEALTH PROBLEMS OR HANDICAPS? ☐ YES ☐ NO IF YES WHAT? ____________

9. DO YOU HAVE A DRIVERS' LICENSE? ☐ YES ☐ NO OWN A CAR? ☐ YES ☐ NO

10. WORK HISTORY (LIST PRESENT AND PAST EMPLOYERS. START WITH MOST RECENT JOB.)

EMPLOYER & ADDRESS	HOURLY SALARY	OCCUPATION	DATE EMPLOYED FROM	TO	REASON FOR LEAVING

11. REFERRED BY ____________ SIGNATURE OF APPLICANT ____________ DATE ________

- - - - - - - - - - - - - - - - FOR OFFICE USE ONLY - - - - - - - - - - - - - - - -

A. ☐ M ☐ F

B. ☐ W ☐ B ☐ AI ☐ OR ☐ SA ☐ O

C. ☐ AFDC ☐ OTHER

D. ☐ H ☐ YO ☐ MIG

E. TERMINATION DATE ________ TYPE: ☐ POS ☐ NEG ☐ SELF

WEEK TERMINATED ________ ☐ OTHER ____________

F. SIGNATURE OF INTERVIEWER ____________ DATE ________

SAINT LOUIS UNIVERSITY

CENTER FOR URBAN PROGRAMS

221 NORTH GRAND BOULEVARD
SAINT LOUIS MISSOURI 63103

INSTRUCTIONS FOR COUNSELORS/COORDINATORS
1978 VEP/SPEDY ENROLLEE STUDY

Saint Louis University is under contract to the U.S. Department of Labor to develop a youth profile of all 1978 VEP and a sample of SPEDY enrollees. This study is being conducted in approximately 60 cities across the nation and will, upon completion, provide valuable demonstration research information for the Department of Labor and to the Congress. Your subcontract indicates specific responsibility for administering the youth pre and post survey instrument.

The study involves a profile of youth enrollees at the time of entry into the VEP or SPEDY program and a follow-up upon completion of the program. We have attempted to design implementation of this study so as to cause as little inconvenience to program staff as possible. The success of this study depends largely upon your support and cooperation, and the Department of Labor and Saint Louis University urgently request your assistance.

This is the first of two study instruments. The instructions provided here refer only to the instrument to be given to enrollees upon entry into the VEP or SPEDY program. If you have any questions about the instructions below or the project itself, please call collect (314) 658-3934 and ask to speak to one of the VEP project coordinators.

A. WHO SHOULD RECEIVE THE INSTRUMENT?

All VEP youth (and sampled SPEDY enrollees for certain CETA prime sponsors) are to be given the instrument on the first day of the program. No instrument should be given to any youth who will not have the opportunity to complete the entire program. No instruments should be given to youth after the first operational week of the program unless the planned intake of groups of enrollees is staggered over a longer period of time. The instrument is not to be given to any "stragglers" who might enter the program.

B. WHEN IS THE INSTRUMENT TO BE GIVEN TO THE YOUTH?

The instrument should be given to the youth the first thing on the first day of orientation. It should be given before any formal program orientation or components are discussed. Giving the instrument at any other time will seriously bias the results.

C. WHERE SHOULD THE YOUTH FILL OUT THE INSTRUMENT?

The instrument is to be given to youth in a group setting. If a mass meeting is held on the first day, that would be ideal; or, you may prefer to give the instrument to small groups meeting simultaneously with their individual counselors or coordinators, if that is the first thing planned. Whatever procedure best suits your program should be followed, so long as enrollees are given the instrument on the first day, in groups, and before any formal program orientation. It is desirable that the youth be provided a writing surface — either tables, lap pads, chairs with arm desks, etc.

D. WHAT PROCEDURES SHOULD BE FOLLOWED?

1. The instrument should be completed in pencil.

2. Two versions of the instrument are available, one in English and one in Spanish. An adequate supply of both instruments have been provided. Ask any Spanish speaking enrollees if any of them would prefer the Spanish language instrument over the English. It would be helpful if those who prefer the Spanish language instrument were grouped in a separate room to facilitate the reading of the instrument. See instructions 4 and 6 for more detail.

3. Distribute the instrument to the youth.

4. After distributing the instrument, READ THE FOLLOWING TO ENROLLEES. (Note: If you are unable to group the Spanish speaking enrollees and English speaking separately, read first in English and then in Spanish. Both versions follow.)

"You are being asked to participate in a study that Saint Louis University is doing for the U.S. Department of Labor. The purpose of the study is to find out how youth enrollees in certain summer programs think and feel about a variety of things. The information will be used to improve the program.

This is *not* a test. There are no right or wrong answers. The study takes about 30 minutes to complete, but you will *not* be timed. As each question is read to you, follow it in your booklet. What we want is your opinion, what you think. Please answer all the questions.

Your participation is *very* important, but you may refuse to participate if you do not want to. You may also withdraw your consent to participate at any time, and you may refuse to answer any question.

All answers you give will be kept strictly confidential. You will never be identified as an individual. Your answers will be combined with those of about 6000 other youth in 60 cities across the country.

The procedures used in this study have been approved and they conform to the promise of Saint Louis University to the U.S. Department of Health, Education, and Welfare to protect the rights of people when research is being done.

Now, please look at the top page of the booklet. Print your *full name* on the top line.

(GIVE ENROLLEES TIME TO PRINT NAME)

Informed consent means that you understand that you may refuse to participate and that your answers will be kept confidential.

Let's go over this page together.

The meaning of informed consent has been explained to me. I understand this explanation and voluntarily agree to participate in this study.

I understand that my identity will not be revealed and all my answers will be kept confidential.

I understand that I may withdraw my consent at any time. I may refuse to answer any question.

(GIVE ENROLLEES TIME TO SIGN THEIR NAME)

If you are willing to participate, sign your full name at the bottom.

After we have completed the study, I will ask you to tear off this top sheet and hand it in. Then I will pick up the booklet. If you do not want to participate, just follow along with the rest of the group and when the time comes, tear off the top sheet, but do not sign it, and turn it in. Then turn in the unmarked booklet.

The Department of Labor and the University urge you to participate, and Saint Louis University guarantees that neither you nor your answers will ever be identified individually."

GIVE ENROLLEE MORE TIME TO SIGN THE CONSENT FORM)

"Les rogamos a ustedes que participen en un estudio preparado por la Universidad de Saint Louis para el Departamento del Trabajo (Department of Labor) de los Estados Unidos.

Nuestra investigación tiene el propósito de averiguar cómo piensan y opinan de muchas cosas, los jóvenes participantes en ciertos programas de verano.

La información será utilizada para mejorar el programa.

No es un examen.

No hay respuestas correctas ni incorrectas.

Ustedes tardarán aproximadamente treinta (30) minutos en llenar estas hojas, pero no se pondrá límite al tiempo que puedan usar.

Cuando les leamos en voz alta las preguntas, síganlas en el folleto.

Por favor, respondan a todas las preguntas.

Lo que queremos son sus opiniones, lo que piensan.

Su participación es muy importante, pero ustedes no tienen que participar si no quieren.

Ustedes tienen el derecho de retirar su consentimiento en participar en cualquier momento, y también de no contestar a cualquier pregunta.

Todas las respuestas serán absolutamente confidenciales.

Ustedes nunca serán identificados individualmente.

Sus respuestas serán combinadas con las de aproximadamente seis mil (6000) jóvenes en sesenta (60) ciudades por el país.

Los procedimientos seguidos en este estudio fueron aprobados, y son conformes a la promesa que hizo la Universidad de Saint Louis al Departamento de la Salud, de la Educación, y del Bienestar (Department of Health, Education, and Welfare), de proteger los derechos individuales cuando se está realizando una investigación.

Ahora -- por favor, miren la primera hoja del folleto.

Den a los participantes tiempo para escribir sus nombres.

Por favor, escriban con letra de molde su nombre completo en la primera línea.

El consentimiento consciente significa que ustedes entienden que no tienen que participar, y que sus respuestas serán confidenciales.

Vamos a repasar juntos esta hoja:

Ya me explicaron el sentido de este consentimiento consciente. Entiendo la explicación que me dieron y consiento de buena fe en participar en este estudio.

Entiendo que mi identidad no será revelada y que todas mis respuestas serán confidenciales.

Entiendo que tengo el derecho de retirar mi consentimiento en cualquier momento, y de no contestar a cualquier pregunta.

Den a los participantes tiempo para firmar sus nombres.

Si ustedes quieren participar, por favor firmen su nombre completo abajo en esa hoja.

Después que ustedes terminen de contestar a las preguntas, les voy a pedir que separen la primera hoja y que me la entreguen; después voy a pedir que me entreguen el folleto. Si no quieren participar escuchen las preguntas con el resto del grupo y, cuando todo se termine, separen la primera hoja y entréguenmela sin firmar. Después entréguenme el folleto sin marcar.

El Departamento del Trabajo (Department of Labor) y la Universidad de Saint Louis les rogamos a ustedes que participen, y la Universidad de Saint Louis garantiza que ni ustedes ni sus respuestas nunca serán identificados individualmente.

(DEN A LOS JÓVENES MÁS TIEMPO PARA QUE FIRMEN LA HOJA DE CONSENTIMIENTO CONSCIENTE)

5. Begin reading the instrument to the enrollees. Read the instructions to them on how to answer the questions. Read the number of the question and then read the question, first in English and then in Spanish if separate groups are not possible.

   Read slowly, exactly, and evenly. Avoid voice inflections and do not comment on any question.

6. Allow about ten (10) seconds for the enrollees to respond to each question except Question 3 and 5; in those two cases allow about one (1) minute.

7. If a question is asked about the meaning of one of the items, its phrasing or anything else concerning content, do not interpret the question.

   Answer: "Just answer the question as you understand it. Don't worry about right or wrong answers; there are none. Answer the best way you can."

8. When the study is finished, have the enrollees tear off the top sheet and collect them. Then collect the booklets separately.

E. WHAT ABOUT HANDICAPPED YOUTH?

If it is overly difficult or impossible for a handicapped youth to follow these procedures, it may be necessary for the program staff to adopt a one-on-one procedure, where the enrollee will indicate his/her response and the counselor will mark the booklet. However, the consent form must be signed by the enrollee.

F. WHAT ELSE IS REQUIRED FROM US?

1. Make a copy of all program intake forms.

2. Be sure to indicate whether the enrollee is part of one of the special emphasis groups, i.e., exoffender, handicapped, or nontraditional roles.

G. HOW SHOULD WE GET THIS MATERIAL BACK TO SAINT LOUIS UNIVERSITY?

When all enrollees (that is, all those who will have the opportunity to complete the entire program) have completed the booklets, it will be necessary for you to return them to Saint Louis University. These can be returned in the same box in which they were received; a return label and tape to secure the package has been provided for your convenience. Return should be by United Parcel Service. If you call the local UPS office, they will pick up your package. Your return package should include all completed instruments, consent forms, refusals, all unused instruments AND copies of the intake form for ALL enrollees who are expected to complete the program.

We appreciate all your help in getting this information to us; these returns should be sent to us within a week after the instrument has been administered to all eligible enrollees. While this may impose an additional burden on an already overworked staff, it is necessary so that we may start processing the data for the Department of Labor. Should you have any problems returning the material to us or have any questions, please call (collect) 314-658-3934.

6/1/78

SAINT LOUIS UNIVERSITY

CENTER FOR URBAN PROGRAMS

221 NORTH GRAND BOULEVARD
SAINT LOUIS, MISSOURI 63103

1978 VEP/SPEDY STUDY

NAME ______________________________
(Please print)

The meaning of informed consent has been explained to me. I understand this explanation and voluntarily agree to participate in this study.

I understand that my identity will not be revealed and all my answers will be kept confidential.

I understand that I may withdraw my consent at any time. I may refuse to answer any question.

____
Signature of Enrollee

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/ / / / / / / /

/ / / / / / / /

121014
(please print)

City ______________________

WE WOULD LIKE YOU TO TAKE PART IN A STUDY THAT SAINT LOUIS UNIVERSITY IS DOING FOR THE U.S. DEPARTMENT OF LABOR. THE PURPOSE OF THE STUDY IS TO GATHER INFORMATION ON WHAT YOU THINK OR FEEL ABOUT A NUMBER OF THINGS. YOUR OPINIONS ARE IMPORTANT AND WILL HELP TO MAKE THE PROGRAM BETTER.

ALL INFORMATION THAT YOU GIVE WILL BE KEPT IN STRICT CONFIDENCE AND WILL NEVER BE REPORTED OR SHOWN IN ANY WAY THAT WOULD ALLOW YOU TO BE IDENTIFIED INDIVIDUALLY. ~~ALTHOUGH YOUR NAME APPEARS AT THE TOP OF THIS PAGE, IT WILL BE REMOVED AND~~ YOUR ANSWERS WILL BE COMBINED WITH THOSE OF ABOUT 6,000 OTHER PEOPLE.

YOUR PARTICIPATION IS VOLUNTARY. HOWEVER, YOUR OPINIONS ARE VERY IMPORTANT TO US AND WE HOPE THAT YOU WILL FILL OUT THIS FORM.

WE WOULD LIKE TO KNOW SOMETHING ABOUT YOUR PLANS FOR THE FUTURE, WHAT YOU WOULD LIKE TO DO, OR WHAT YOU THINK YOU MIGHT LIKE TO DO. *Circle the number in front of your answer.*

1. What are you planning to do this fall?

   1 In School 2 Skill Training 3 Working Full Time 4 Military Service 5 Other Plans 6 Not sure at this time

2. To get a good job, how important do you think it is to get a high school diploma?

   1 Very important 2 Somewhat important 3 Not too important 4 Not at all important

3. When you start working full time, what kind of job do you think you would like to do?

   ____

4. To get that kind of job do you think you will need more education or training than a high school diploma?

   1 Yes 2 No 3 Not sure

5. How would you find out if there are any job openings for that kind of job?

   ____

   ____

1978 SUMMER YOUTH PROGRAM

For the following questions, circle the number of the statement which comes closest to the way you think or feel. Circle 1 if you agree a lot. Circle 2 if you agree a little. Circle 3 if you are unsure. Circle 4 if you disagree a little. Circle 5 if you disagree a lot.

FIRST, WE WOULD LIKE TO KNOW WHAT YOU EXPECT FROM THIS SUMMER'S PROGRAM.

	agree a lot	agree a little	unsure	disagree a little	disagree a lot
6. This program will help me find out what workers do in different kinds of jobs.	1	2	3	4	5
7. This program will tell me how much training I need for different kinds of jobs.	1	2	3	4	5
8. This program will tell me what employers expect their workers to do.	1	2	3	4	5
9. This program will give me information about how I can get a job.	1	2	3	4	5

NOW HERE ARE SOME GENERAL QUESTIONS ABOUT GETTING AND KEEPING A JOB.

10. It's alright to miss work whenever you don't feel like going.	1	2	3	4	5
11. When you are sick it's alright to miss work without calling to say you won't be there.	1	2	3	4	5
12. It's alright to fill out only the parts of the job application that you want to.	1	2	3	4	5
13. Usually an employer can fire someone for not telling the truth on a job application.	1	2	3	4	5
14. A good way to find out about job openings is from friends or relatives who are working.	1	2	3	4	5
15. On the job the boss has the right to tell you what to do.	1	2	3	4	5

		agree a lot	agree a little	unsure	disagree a little	disagree a lot
16.	At work, you should try to dress like most other people on that job.	1	2	3	4	5
17.	If your job starts at 8:00 A.M. it's alright if you show up at 8:30 A.M.	1	2	3	4	5
18.	Doing well on a job interview helps you to get a job.	1	2	3	4	5
19.	On the job, it's not important to get along with your fellow workers.	1	2	3	4	5
20.	When you are applying for a job, employers don't consider how you did in previous jobs.	1	2	3	4	5

NOW WE WOULD LIKE YOUR OPINION ABOUT THINGS THAT PEOPLE SOMETIMES THINK ABOUT. REMEMBER THERE ARE NO RIGHT OR WRONG ANSWERS. IT'S YOUR OPINION THAT COUNTS.

		agree a lot	agree a little	unsure	disagree a little	disagree a lot
21.	Hard work makes you a better person.	1	2	3	4	5
22.	Even if you dislike your work you should do your best.	1	2	3	4	5
23.	Organized labor unions are good for workers.	1	2	3	4	5
24.	Work should be an important part of a person's life.	1	2	3	4	5
25.	To me, work is nothing more than a way of making money.	1	2	3	4	5
26.	Organized labor unions don't seem to care about helping youth.	1	2	3	4	5
27.	"Taking it easy" on the job is alright as long as you don't get caught by the boss.	1	2	3	4	5
28.	You should help other people on a job so that they will help you.	1	2	3	4	5

		agree a lot	agree a little	unsure	disagree a little	disagree a lot
29.	I am generally satisfied with my life these days.	1	2	3	4	5
30.	I have enjoyed my life more than most people have enjoyed theirs.	1	2	3	4	5
31.	I feel that I am as good as anybody else.	1	2	3	4	5
32.	I wish I could have more respect for myself.	1	2	3	4	5
33.	I feel that I have a number of good qualities.	1	2	3	4	5
34.	All in all, I'm inclined to feel that I am a failure.	1	2	3	4	5
35.	Generally, people tend to push me around.	1	2	3	4	5
36.	I never have any trouble making up my mind about important decisions.	1	2	3	4	5
37.	I seem to be the kind of person that has more bad luck than good luck.	1	2	3	4	5
38.	I would rather decide things when they come up than always try to plan ahead.	1	2	3	4	5
39.	Generally, I can finish the things I set out to do.	1	2	3	4	5
40.	You can't be too careful in dealing with other people.	1	2	3	4	5
41.	Most of the time people try to be helpful.	1	2	3	4	5
42.	Most people try to take advantage of you if they get a chance.	1	2	3	4	5
43.	The police treat rich people better than poor people.	1	2	3	4	5

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		agree a lot	agree a little	unsure	disagree a little	disagree a lot
44.	The courts treat all people alike regardless of race or nationality.	1	2	3	4	5
45.	The police have it in for young people and pick on them unfairly.	1	2	3	4	5
46.	It is better to be unknown and honest than famous and dishonest.	1	2	3	4	5
47.	People should not be punished for breaking a law they think is wrong.	1	2	3	4	5
48.	If somebody needs something bad enough it's alright to break the law to get it.	1	2	3	4	5
49.	It's alright to drive an automobile while drunk as long as you don't have an accident.	1	2	3	4	5
50.	A man can take just as good care of children as a woman can.	1	2	3	4	5
51.	There is something wrong with women who want to work at men's jobs.	1	2	3	4	5
52.	A woman who works full time can be just as happy as a woman who stays at home with her family.	1	2	3	4	5
53.	I would not want to work for a woman.	1	2	3	4	5
54.	If a woman is working at a job, her man should do some of the housework.	1	2	3	4	5

NOW WE WOULD LIKE YOU TO THINK ABOUT SOME REAL JOBS. *Circle 1 if you think only a woman should hold that job. Circle 2 if you think only a man should hold that job. Circle 3 if you think it makes no difference if a man or woman holds that job.*

		Only a Woman	Only a Man	Makes no Difference
55.	Car Mechanic	1	2	3
56.	Factory Worker	1	2	3
57.	Nurse	1	2	3
58.	Truck Driver	1	2	3
59.	Sales Clerk	1	2	3
60.	Secretary	1	2	3
61.	Carpenter	1	2	3
62.	Teacher	1	2	3
63.	Telephone Operator	1	2	3

NOW WE WOULD LIKE YOUR OPINION ABOUT THE KIND OF WORK THAT PEOPLE IN CERTAIN KINDS OF JOBS USUALLY DO. *For each job there are three descriptions of job duties. Please circle the description you think best fits each job. Be sure to read all of the possible answers before you decide.*

64. HOSPITAL ORDERLY

1. Helps to take care of hospital patients.
2. Orders food and other supplies for hospital kitchens.
3. Works at hospital desk where patients check in.

65. KEY PUNCH OPERATOR

1. Operates a machine which sends telegrams.
2. Operates a machine which punches holes in cards for computers.
3. Operates a cordless telephone switchboard and pushes switch keys to make telephone connections.

66. DEPARTMENT STORE BUYER

1. Selects the items to be sold in a section of a department.
2. Checks on the courtesy of sales people by shopping at the store.
3. Buys department stores that are about to go out of business.

67. MACHINIST

1. Makes adjustments on automobile, airplane, and tractor engines.
2. Repairs electrical equipment.
3. Sets up and operates metal lathes, shapers, grinders, buffers, etc.

68. DIETICIAN

1. Waits on tables in a restaurant.
2. Plans menus for hospitals and schools.
3. Suggests exercises for persons who are overweight or sick.

69. FORK LIFT OPERATOR

1. Operates a machine that makes a certain kind of agricultural tool.
2. Operates a freight elevator in a warehouse or factory.
3. Drives an electrical or gas powered machine to move material in a warehouse or factory.

ONE LAST QUESTION. *Circle the number in front of your answer.*

70. To get a good job, how important do you think it is to get a high school diploma?

1 Very important   2 Somewhat important   3 Not too important   4 Not at all important

Thank you for your help.

SAINT LOUIS UNIVERSITY

CENTER FOR URBAN PROGRAMS

221 NORTH GRAND BOULEVARD
SAINT LOUIS, MISSOURI 63103

ESTUDIO DE LOS JÓVENES DE
VEP/SPEDY DE 1978

NOMBRE ______________________________________
(Letra de molde, por favor)

Ya me explicaron el sentido de este consentimiento consciente. Entiendo la explicación que me dieron y consiento de buena fe en participar en este estudio.

Entiendo que mi identidad no será revelada y que todas mis respuestas serán confidenciales.

Entiendo que tengo el derecho de retirar mi consentimiento en cualquier momento, y de no contestar a cualquier pregunta.

____
Firma del (de la) participante

/ / / / / / / /

/ / / / / / / /

____

(letra de molde, por favor)

Ciudad____________________

NOS GUSTARÍA QUE USTED PARTICIPE EN UN ESTUDIO PREPARADO POR LA UNIVERSIDAD DE SAINT LOUIS PARA EL DEPARTAMENTO DEL TRABAJO (DEPARTMENT OF LABOR) DE LOS ESTADOS UNIDOS. NUESTRA INVESTIGACIÓN TIENE EL PROPÓSITO DE OBTENER INFORMACION SOBRE SUS PENSAMIENTOS U OPINIONES DE MUCHAS COSAS. SUS OPINIONES SON IMPORTANTES Y NOS AYUDARÁN A MEJORAR EL PROGRAMA.

TODA LA INFORMACION QUE USTED NOS DÉ SERÁ CONSIDERADA CONFIDENCIAL Y NUNCA SERÁ REVELADA O MOSTRADA EN CUALQUIER MANERA QUE PERMITA UNA IDENTIFICACIÓN INDIVIDUAL O PERSONAL CON USTED. SUS RESPUESTAS SERÁN COMBINADAS CON LAS DE APROXIMADAMENTE SEIS MIL PERSONAS

USTED NO TIENE QUE PARTICIPAR SI NO QUIERE, PERO SUS RESPUESTAS SON MUY IMPORTANTES PARA NOSOTROS, Y POR ESO ESPERAMOS QUE LLENE ESTA HOJA.

QUISIÉRAMOS SABER ALGO DE SUS PLANES PARA EL FUTURO, LO QUE LE GUSTARÍA HACER, O LO QUE TAL VEZ DESEARA HACER. Ponga un círculo alrededor del número de su respuesta.

1. ¿Qué planes tiene usted después del septiembre?

   1 asistir a la escuela
   2 entrenamiento
   3 trabajo (tiempo completo)
   4 servicio militar
   5 otros planes
   6 no estoy seguro(a) en este momento

2. Para obtener buen empleo, ¿ qué importante cree usted es recibir un diploma de la escuela secundaria?

   1 muy importante
   2 un poco importante
   3 no tan importante
   4 no es importante

3. Cuando usted empiece a trabajar tiempo completo, ¿qué tipo de trabajo cree que le gustaría hacer?

   ____

   ____

4. Para obtener ese tipo de trabajo, ¿cree usted que va a necesitar más educación o entrenamiento que un diploma de la escuela secundaria?

   1 Sí
   2 No
   3 No estoy seguro(a).

5. ¿Cómo piensa usted saber si hay empleos vacantes para ese tipo de trabajo?

   ____

   ____

Para las siguientes preguntas, ponga un círculo alrededor del número de la expresión mejor de sus pensamientos u opiniones. Circule el número "1" si está muy de acuerdo; el número "2" si está un poco de acuerdo. Si no está seguro(a), circule el número "3". Circule el número "4", si está un poco de desacuerdo; y el número "5" si está muy de desacuerdo.

PRIMERO, NOS GUSTARÍA SABER LO QUE USTED ESPERA DE ESTE PROGRAMA DE VERANO.

		muy de acuerdo	un poco de acuerdo	no estoy seguro(a)	un poco de desacuerdo	muy de desacuerdo
6.	Este programa me ayudará a aprender lo que hacen los empleados en diferentes tipos de trabajo.	1	2	3	4	5
7.	Este programa me informará de cuánto entrenamiento necesito para diferentes tipos de trabajo.	1	2	3	4	5
8.	Este programa me informará de lo que jefes esperan de sus empleados.	1	2	3	4	5
9.	Este programa me dará informacion sobre cómo puedo obtener trabajo.	1	2	3	4	5

AHORA ALGUNAS PREGUNTAS GENERALES SOBRE OBTENER Y MANTENER TRABAJO.

10.	Está bien si no voy al trabajo, cuando no tengo ganas de trabajar.	1	2	3	4	5
11.	Cuando estoy enfermo(a), está bien si no llamo para informarles que no voy a trabajar.	1	2	3	4	5
12.	Está bien llenar solamente las partes de una aplicación que quiero llenar.	1	2	3	4	5
13.	Casi siempre un jefe puede despedir a alguién por no decir la verdad en la aplicación.	1	2	3	4	5
14.	Una buena manera de saber de empleos vacantes, es de los amigos y los parientes que están trabajando.	1	2	3	4	5

	muy de acuerdo	un poco de acuerdo	no estoy seguro(a)	un poco de desacuerdo	muy de desacuerdo
15. Cuando estoy trabajando, el jefe tiene el derecho de decirme lo que tengo que hacer.	1	2	3	4	5
16. En el empleo uno debe vestirse en ropa parecida a la que usa la mayoría de las otras personas en el mismo sitio de trabajo.	1	2	3	4	5
17. Si el trabajo empieza a las 8 de la mañana, está bien si llego a trabajar a las 8 y media.	1	2	3	4	5
18. Hacer bien en una entrevista ayuda a las personas a obtener un trabajo.	1	2	3	4	5
19. En el empleo, no es importante llevarse bien con los compañeros de trabajo.	1	2	3	4	5
20. Cuando la gente está aplicando para un trabajo, los jefes no toman en cuenta si uno trabajó bien o no en otros sitios.	1	2	3	4	5

AHORA NOS GUSTARÍA SABER SU OPINIÓN DE CIERTAS COSAS EN LAS CUALES UNO PIENSA A VECES. RECUERDE QUE NO HAY RESPUESTAS CORRECTAS O INCORRECTAS. ES SU OPINIÓN LO QUE VALE.

21. Si las personas trabajan duro, así se hacen mejores personas.	1	2	3	4	5
22. Aunque no le guste su trabajo, usted debe hacer lo mejor que pueda.	1	2	3	4	5
23. Las uniones de trabajadores son buenas para los trabajadores.	1	2	3	4	5
24. El trabajo debe ser una parte importante de su vida.	1	2	3	4	5
25. Para mí el trabajo no es nada más que una manera de ganar dinero.	1	2	3	4	5
26. Las uniones de trabajadores no parecen preocuparse por ayudar a los jóvenes.	1	2	3	4	5

	muy de acuerdo	un poco de acuerdo	no estoy seguro(a)	un poco de desacuerdo	muy de desacuerdo
27. Está bien que yo esté flojo en el trabajo, si el jefe no me encuentra.	1	2	3	4	5
28. En el trabajo yo debo ayudar a las otras personas, para que me ayuden también.	1	2	3	4	5
29. En general, estoy satisfecho con la vida en estos días.	1	2	3	4	5
30. He gozado mi vida más que la mayoría de la gente.	1	2	3	4	5
31. Creo que yo soy tan bueno(a) como cualquier persona.	1	2	3	4	5
32. Quisiera tener más respeto hacia mí mismo.	1	2	3	4	5
33. Creo que yo tengo muchas buenas cualidades.	1	2	3	4	5
34. Sobretodo, siento que soy un fracaso.	1	2	3	4	5
35. Nunca tengo dificultad en decidirme, cuando es una decisión importante.	1	2	3	4	5
36. Generalmente, la gente tiende a aprovecharse de mí.	1	2	3	4	5
37. Parece que yo soy el tipo de persona que tiene más mala suerte que buena suerte.	1	2	3	4	5
38. Prefiero hacer decisiones al momento que hacer planes.	1	2	3	4	5
39. Generalmente puedo acabar las cosas que me propongo a hacer.	1	2	3	4	5
40. Es mejor seguir con cuidado en tratamientos con otras personas.	1	2	3	4	5
41. La mayor parte del tiempo, la gente trata de ayudar a los otros.	1	2	3	4	5

		muy de acuerdo	un poco de acuerdo	no estoy seguro(a)	un poco de desacuerdo	muy de desacuerdo
42.	Si tienen la oportunidad, la mayor parte de la gente trata de aprovecharse de uno.	1	2	3	4	5
43.	La policía trata a los ricos mejor que a los pobres.	1	2	3	4	5
44.	Las cortes tratan a toda la gente igualmente, sin hacer caso de la nacionalidad o la raza de uno.	1	2	3	4	5
45.	La policía tiene mala voluntad con los jóvenes y por eso los molesta injustamente.	1	2	3	4	5
46.	Es mejor ser desconocido y honesto, que famoso y no honesto.	1	2	3	4	5
47.	No se debe castigar a las personas por violar una ley que les parece injusta.	1	2	3	4	5
48.	Si alguien necesita algo con suficiente urgencia, está bien violar la ley para obtenerlo.	1	2	3	4	5
49.	Está bien manejar un carro estando borracho(a), si uno no tiene un accidente.	1	2	3	4	5
50.	Un hombre puede cuidar de los niños tan bien como una mujer.	1	2	3	4	5
51.	No son normales las mujeres que quieren trabajar en empleos de hombres.	1	2	3	4	5
52.	Una mujer que trabaja tiempo completo puede ser tan feliz como la mujer que se queda en casa con su familia.	1	2	3	4	5
53.	No me gustaría que una mujer fuera mi jefa.	1	2	3	4	5
54.	Si una mujer trabaja, su marido debe ayudar en los trabajos de la casa.	1	2	3	4	5

AHORA NOS GUSTARÍA QUE USTED PENSARA EN ALGUNOS TRABAJOS VERDADEROS.

Circule en el número "1" si cree que sólo las mujeres debían hacer ese tipo de trabajo; el "2" si cree que sólo los hombres debían hacerlo; y el "3" si cree que no importa y que los dos (hombre y mujer) podrían y debían hacerlo.

	sólo las mujeres	sólo los hombres	no importa
55. mecánico(a) de carro	1	2	3
56. trabajador(a) en una fábrica	1	2	3
57. enfermero(a)	1	2	3
58. camionero(a)	1	2	3
59. vendedor(a)	1	2	3
60. secretário(a)	1	2	3
61. carpintero(a)	1	2	3
62. profesor(a)	1	2	3
63. operador(a) de teléfono	1	2	3

AHORA NOS GUSTARÍA SABER SU OPINIÓN SOBRE LO QUE HACE LA GENTE EN CIERTOS EMPLEOS. Para cada empleo hay tres descripciones o definiciones posibles de los deberes del empleo. Haga el favor de circular la definición que a su parecer describe mejor el empleo. No deje de leer todas las descripciones antes de decidirse:

64. ASISTENTE EN UN HOSPITAL

1. Ayuda a cuidar de los pacientes en un hospital.
2. Pide alimentos y otras provisiones para la cocina de un hospital.
3. Trabaja en el sitio donde los pacientes son admitidos al hospital.

65. OPERADOR(A) DE "KEY PUNCH"

1. Opera una máquina que manda telegramas.
2. Opera una máquina que perfora tarjetas para las computadoras.
3. Opera un cuadro conmutador (switchboard) automático y empuja botones para hacer las conexiones telefónicas.

66. COMPRADOR(A) PARA LAS TIENDAS

1. Selecciona los artículos que serán vendidos en una sección de un departamento.
2. Comprueba y verifica la cortesía de los vendedores, haciendo compras en la tienda.
3. Compra las tiendas que están al punto de ser cerradas.

67. MAQUINISTA

1. Repara los motores de carros, aviones, y tractores.
2. Repara equipos eléctricos.
3. Monta y opera tornos metálicos, máquinas de tallar o estampar, máquinas amoladoras, ruedas de pulir, etc.

68. DIETETICO(A)

1. Sirve a las mesas en un restorán.
2. Planea las comidas en los hospitales y en las escuelas.
3. Sugiere los ejercicios corporales para las personas que están demasiado gordas o que están enfermas.

69. OPERADOR(A) DE "FORK LIFT"

1. Opera una máquina que produce herramientas agrícolas.
2. Opera un ascensor de cargas en un almacén o en una fábrica.
3. Maneja una máquina con motor de combustión interna o de electricidad, que levanta cargas y las traslada, en un almacén o en una fábrica.

UNA ÚLTIMA PREGUNTA. Circule el número de su respuesta.

70. Para obtener buen trabajo, ¿ qué importante cree usted es recibir un diploma de la escuela secundaria?

1 muy importante 2 un poco importante 3 no tan importante 4 no es importante

MUCHAS GRACIAS POR SU AYUDA.

SAINT LOUIS UNIVERSITY

CENTER FOR URBAN PROGRAMS

221 NORTH GRAND BOULEVARD
SAINT LOUIS, MISSOURI 63103

POST SURVEY INSTRUMENT
INSTRUCTIONS FOR COUNSELORS/COORDINATORS
1978 VEP/SPEDY ENROLLEE STUDY

Saint Louis University is under contract to the U.S. Department of Labor to develop a youth profile of all 1978 VEP and a sample of SPEDY enrollees. This study is being conducted in approximately 60 cities across the nation and will, upon completion, provide valuable demonstration research information for the Department of Labor and to the Congress. Your subcontract indicates specific responsibility for administering the youth pre and post survey instrument.

The study involves a profile of youth enrollees at the time of entry into the VEP or SPEDY program and a follow-up upon completion of the program. We have attempted to design implementation of this study so as to cause as little inconvenience to program staff as possible. The success of this study depends largely upon your support and cooperation, and the Department of Labor and Saint Louis University urgently request your assistance.

This is the second of two study instruments. The instructions provided here refer only to the instrument to be given to enrollees just prior to their completion of the VEP or SPEDY program. If you have any questions about the instructions below or the project itself, please call collect (314) 658-3934 and ask to speak to one of the VEP project coordinators.

A. WHO SHOULD RECEIVE THE INSTRUMENT?

All VEP youth (and sampled SPEDY enrollees for certain CETA prime sponsors) are to be given the instrument. No instrument should be given to any youth who did not have the opportunity to complete the entire program.

B. WHEN IS THE INSTRUMENT TO BE GIVEN TO THE YOUTH?

The instrument should be given to the youth on or a few days before the end of the program. It may be possible to coordinate the timing of the final pay period date with the administration of the post survey instrument.

C. WHERE SHOULD THE YOUTH FILL OUT THE INSTRUMENT?

The instrument is to be given to youth in a group setting. If a mass meeting is held on the last day, that would be ideal; or, you may prefer to give the instrument to small groups meeting simultaneously with their individual counselors or coordinators. Whatever procedure best suits your program should be followed, so long as enrollees are given the opportunity to participate in the post survey before they exit the program. It is desirable that the youth be provided a writing surface -- either tables, lap pads, chairs with arm desks, etc.

D. WHAT PROCEDURES SHOULD BE FOLLOWED?

1. The instrument should be completed in pencil.

2. Two versions of the instrument are available, one in English and one in Spanish. An adequate supply of both instruments have been provided. Ask any Spanish speaking enrollees if any of them would prefer the Spanish language instrument over the English. It would be helpful if those who prefer the Spanish language instrument were grouped in a separate room to facilitate the reading of the instrument. See instructions 4 and 6 for more detail.

3. Distribute the instrument to the youth.

4. After distributing the instrument, read to the enrollees the statement that is appended to the back of these instructions. (Note: If you are unable to group the Spanish speaking enrollees and English speaking separately, read first in English and then in Spanish. Both versions of the statement are appended to the back of these instructions.)

5. After the statement has been read, and enrollees have been given the opportunity to sign the consent form, begin reading the instrument to the enrollees. Read the instructions to them on how to answer the questions. Read the number of the question and then read the question, first in English and then in Spanish if separate groups are not possible.

   Read slowly, exactly, and evenly. Avoid voice inflections and do not comment on any question.

6. Allow about ten (10) seconds for the enrollees to respond to each question except Question 3 and 5; in those two cases allow about one (1) minute.

7. If a question is asked about the meaning of one of the items, its phrasing or anything else concerning content, do not interpret the question.

   Answer: "Just answer the question as you understand it. Don't worry about right or wrong answers; there are none. Answer the best way you can."

8. When the study is finished, have the enrollees tear off the top sheet and collect them. Then collect the booklets separately.

E. WHAT ABOUT HANDICAPPED YOUTH?

If it is overly difficult or impossible for a handicapped youth to follow these procedures, it may be necessary for the program staff to adopt a one-on-one procedure, where the enrollee will indicate his/her response and the counselor will mark the booklet. However, the consent form must be signed by the enrollee.

F. HOW SHOULD WE GET THIS MATERIAL BACK TO SAINT LOUIS UNIVERSITY?

When all enrollees (that is, all those who have had the opportunity to complete the entire program) have completed the booklets, it will be necessary for you to return them to Saint Louis University. These can be returned in the same box in which they were received; a return label and tape to secure the package has been provided. Return should be by United Parcel Service. If you call the local UPS office, they will pick up your package of printed material. Your return package should include all completed instruments, consent forms, refusals, and all unused instruments. In addition, include the copies of the VEP application form for ALL enrollees completing the program if you have not as yet done so.

We appreciate all your help in getting this information to us; these returns should be sent to us within a week after the instrument has been administered to all enrollees. While this may impose an additional burden on an already overworked staff, it is necessary so that we may start processing the data for the Department of Labor. Should you have any problems returning the material to us or have any questions, please call collect (314) 658-3934.

6/30/78

"You are being asked to participate in a study that Saint Louis University is doing for the U.S. Department of Labor. The purpose of the study is to find out how youth enrollees in certain summer programs think and feel about a variety of things. The information will be used to improve the program.

This is not a test. There are no right or wrong answers. The study takes about 30 minutes to complete, but you will not be timed. As each question is read to you, follow it in your booklet. What we want is your opinion, what you think. Please answer all the questions.

Your participation is very important, but you may refuse to participate if you do not want to. You may also withdraw your consent to participate at any time, and you may refuse to answer any question.

All answers you give will be kept strictly confidential. You will never be identified as an individual. Your answers will be combined with those of about 6000 other youth in 60 cities across the country.

The procedures used in this study have been approved and they conform to the promise of Saint Louis University to the U.S. Department of Health, Education, and Welfare to protect the rights of people when research is being done.

Now, please look at the top page of the booklet. Print your full name on the top line.

GIVE ENROLLEES TIME TO PRINT NAME)

Informed consent means that you understand that you may refuse to participate and that your answers will be kept confidential.

Let's go over this page together.

The meaning of informed consent has been explained to me. I understand this explanation and voluntarily agree to participate in this study.

I understand that my identity will not be revealed and all my answers will be kept confidential.

I understand that I may withdraw my consent at any time. I may refuse to answer any question.

GIVE ENROLLEES TIME TO SIGN THEIR NAME)

If you are willing to participate, sign your full name at the bottom.

After we have completed the study, I will ask you to tear off this top sheet and hand it in. Then I will pick up the booklet. If you do not want to participate, just follow along with the rest of the group and when the time comes, tear off the top sheet, but do not sign it, and turn it in. Then turn in the unmarked booklet.

The Department of Labor and the University urge you to participate, and Saint Louis University guarantees that neither you nor your answers will ever be identified individually."

(GIVE ENROLLEE MORE TIME TO SIGN THE CONSENT FORM)

"Les rogamos a ustedes que participen en un estudio preparado por la Universidad de Saint Louis para el Departamento del Trabajo (Department of Labor) de los Estados Unidos.

Nuestra investigación tiene el propósito de averiguar cómo piensan y opinan de muchas cosas, los jóvenes participantes en ciertos programas de verano.

La información será utilizada para mejorar el programa.

_No_ _es_ un examen.

No hay respuestas correctas ni incorrectas.

Ustedes tardarán aproximadamente treinta (30) minutos en llenar estas hojas, pero no se pondrá límite al tiempo que puedan usar.

Cuando les leamos en voz alta las preguntas, síganlas en el folleto.

Por favor, respondan a todas las preguntas.

Lo que queremos son sus opiniones, lo que piensan.

Su participación es _muy_ importante, pero ustedes no tienen que participar si no quieren.

Ustedes tienen el derecho de retirar su consentimiento en participar en cualquier momento, y también de no contestar a cualquier pregunta.

Todas las respuestas serán absolutamente confidenciales.

Ustedes nunca serán identificados individualmente.

Sus respuestas serán combinadas con las de aproximadamente seis mil (6000) jóvenes en sesenta (60) ciudades por el país.

Los procedimientos seguidos en este estudio fueron aprobados, y son conformes a la promesa que hizo la Universidad de Saint Louis al Departamento de la Salud, de la Educación, y del Bienestar (Department of Health, Education, and Welfare), de proteger los derechos individuales cuando se está realizando una investigación.

Ahora -- por favor, miren la primera hoja del folleto.

Den a los participantes tiempo para escribir sus nombres.

Por favor, escriban con letra de molde su nombre completo en la primera línea.

El consentimiento consciente significa que ustedes entienden que no tienen que participar, y que sus respuestas serán confidenciales.

Vamos a repasar juntos esta hoja:

Ya me explicaron el sentido de este consentimiento consciente. Entiendo la explicación que me dieron y consiento de buena fe en participar en este estudio.

Entiendo que mi identidad no será revelada y que todas mis respuestas serán confidenciales.

Entiendo que tengo el derecho de retirar mi consentimiento en cualquier momento, y de no contestar a cualquier pregunta.

Den a los participantes tiempo para firmar sus nombres.

Si ustedes quieren participar, por favor firmen su nombre completo abajo en esa hoja.

Después que ustedes terminen de contestar a las preguntas, les voy a pedir que separen la primera hoja y que me la entreguen; después voy a pedir que me entreguen el folleto. Si no quieren participar escuchen las preguntas con el resto del grupo y, cuando todo se termine, separen la primera hoja y entréguenmela sin firmar. Después entréguenme el folleto sin marcar.

El Departamento del Trabajo (Department of Labor) y la Universidad de Saint Louis les rogamos a ustedes que participen, y la Universidad de Saint Louis garantiza que ni ustedes ni sus respuestas nunca serán identificados individualmente.

(DEN A LOS JÓVENES MÁS TIEMPO PARA QUE FIRMEN LA HOJA DE CONSENTIMIENTO CONSCIENTE)

SAINT LOUIS UNIVERSITY

CENTER FOR URBAN PROGRAMS

221 NORTH GRAND BOULEVARD
SAINT LOUIS, MISSOURI 63103

1978 VEP/SPEDY STUDY

NAME ______________________________
(Please print)

The meaning of informed consent has been explained to me. I understand this explanation and voluntarily agree to participate in this study.

I understand that my identity will not be revealed and all my answers will be kept confidential.

I understand that I may withdraw my consent at any time. I may refuse to answer any question.

____
Signature of Enrollee

WE WOULD LIKE YOU TO HELP US AGAIN IN THE STUDY THAT SAINT LOUIS UNIVERSITY IS DOING FOR THE U.S. DEPARTMENT OF LABOR. THE PURPOSE OF THE STUDY IS TO GATHER INFORMATION ON WHAT YOU THINK OR FEEL ABOUT A NUMBER OF THINGS. YOUR OPINIONS ARE IMPORTANT AND WILL HELP TO MAKE THE PROGRAM BETTER.

ALL INFORMATION THAT YOU GIVE WILL BE KEPT IN STRICT CONFIDENCE AND WILL NEVER BE REPORTED OR SHOWN IN ANY WAY THAT WOULD ALLOW YOU TO BE IDENTIFIED INDIVIDUALLY.

YOUR PARTICIPATION IS VOLUNTARY. HOWEVER, YOUR OPINIONS ARE VERY IMPORTANT TO US AND WE HOPE THAT YOU WILL FILL OUT THIS FORM.

WE WOULD LIKE TO KNOW SOMETHING ABOUT YOUR PLANS FOR THE FUTURE, WHAT YOU WOULD LIKE TO DO, OR WHAT YOU THINK YOU MIGHT LIKE TO DO. *Circle the number in front of your answer.*

1. What are you planning to do this fall?

1 In School   2 Skill Training   3 Working Full Time   4 Military Service   5 Other Plans   6 Not sure at this time

2. To get a good job, how important do you think it is to get a high school diploma?

1 Very important   2 Somewhat important   3 Not too important   4 Not at all important

3. When you start working full time, what kind of job do you think you would like to do?

4. To get that kind of job do you think you will need more education or training than a high school diploma?

1 Yes   2 No   3 Not sure

5. How would you find out if there are any job openings for that kind of job?

For the following questions, circle the number of the statement which comes closest to the way you think or feel. Circle 1 if you agree a lot. Circle 2 if you agree a little. Circle 3 if you are unsure. Circle 4 if you disagree a little. Circle 5 if you disagree a lot.

FIRST, WE WOULD LIKE TO KNOW WHAT YOU EXPECT FROM THIS SUMMER'S PROGRAM.

		agree a lot	agree a little	unsure	disagree a little	disagree a lot
6.	This program helped me find out what workers do in different kinds of jobs.	1	2	3	4	5
7.	This program told me how much training I need for different kinds of jobs.	1	2	3	4	5
8.	This program told me what employers expect their workers to do.	1	2	3	4	5
9.	This program gave me information about how I can get a job.	1	2	3	4	5

NOW HERE ARE SOME GENERAL QUESTIONS ABOUT GETTING AND KEEPING A JOB.

10.	It's alright to miss work whenever you don't feel like going.	1	2	3	4	5
11.	When you are sick it's alright to miss work without calling to say you won't be there.	1	2	3	4	5
12.	It's alright to fill out only the parts of the job application that you want to.	1	2	3	4	5
13.	Usually an employer can fire someone for not telling the truth on a job application.	1	2	3	4	5
14.	A good way to find out about job openings is from friends or relatives who are working.	1	2	3	4	5
15.	On the job the boss has the right to tell you what to do.	1	2	3	4	5

		agree a lot	agree a little	unsure	disagree a little	disagree a lot
16.	At work, you should try to dress like most other people on that job.	1	2	3	4	5
17.	If your job starts at 8:00 A.M. it's alright if you show up at 8:30 A.M.	1	2	3	4	5
18.	Doing well on a job interview helps you to get a job.	1	2	3	4	5
19.	On the job, it's not important to get along with your fellow workers.	1	2	3	4	5
20.	When you are applying for a job, employers don't consider how you did in previous jobs.	1	2	3	4	5

NOW WE WOULD LIKE YOUR OPINION ABOUT THINGS THAT PEOPLE SOMETIMES THINK ABOUT. REMEMBER THERE ARE NO RIGHT OR WRONG ANSWERS. IT'S YOUR OPINION THAT COUNTS.

21.	Hard work makes you a better person.	1	2	3	4	5
22.	Even if you dislike your work you should do your best.	1	2	3	4	5
23.	Organized labor unions are good for workers.	1	2	3	4	5
24.	Work should be an important part of a person's life.	1	2	3	4	5
25.	To me, work is nothing more than a way of making money.	1	2	3	4	5
26.	Organized labor unions don't seem to care about helping youth.	1	2	3	4	5
27.	"Taking it easy" on the job is alright as long as you don't get caught by the boss.	1	2	3	4	5
28.	You should help other people on a job so that they will help you.	1	2	3	4	5

		agree a lot	agree a little	unsure	disagree a little	disagree a lot
29.	I am generally satisfied with my life these days.	1	2	3	4	5
30.	I have enjoyed my life more than most people have enjoyed theirs.	1	2	3	4	5
31.	I feel that I am as good as anybody else.	1	2	3	4	5
32.	I wish I could have more respect for myself.	1	2	3	4	5
33.	I feel that I have a number of good qualities.	1	2	3	4	5
34.	All in all, I'm inclined to feel that I am a failure.	1	2	3	4	5
35.	Generally, people tend to push me around.	1	2	3	4	5
36.	I never have any trouble making up my mind about important decisions.	1	2	3	4	5
37.	I seem to be the kind of person that has more bad luck than good luck.	1	2	3	4	5
38.	I would rather decide things when they come up than always try to plan ahead.	1	2	3	4	5
39.	Generally, I can finish the things I set out to do.	1	2	3	4	5
40.	You can't be too careful in dealing with other people.	1	2	3	4	5
41.	Most of the time people try to be helpful.	1	2	3	4	5
42.	Most people try to take advantage of you if they get a chance.	1	2	3	4	5
43.	The police treat rich people better than poor people.	1	2	3	4	5

		agree a lot	agree a little	unsure	disagree a little	disagree a lot
44.	The courts treat all people alike regardless of race or nationality.	1	2	3	4	5
45.	The police have it in for young people and pick on them unfairly.	1	2	3	4	5
46.	It is better to be unknown and honest than famous and dishonest.	1	2	3	4	5
47.	People should not be punished for breaking a law they think is wrong.	1	2	3	4	5
48.	If somebody needs something bad enough it's alright to break the law to get it.	1	2	3	4	5
49.	It's alright to drive an automobile while drunk as long as you don't have an accident.	1	2	3	4	5
50.	A man can take just as good care of children as a woman can.	1	2	3	4	5
51.	There is something wrong with women who want to work at men's jobs.	1	2	3	4	5
52.	A woman who works full time can be just as happy as a woman who stays at home with her family.	1	2	3	4	5
53.	I would not want to work for a woman.	1	2	3	4	5
54.	If a woman is working at a job, her man should do some of the housework.	1	2	3	4	5

NOW WE WOULD LIKE YOU TO THINK ABOUT SOME REAL JOBS. *Circle 1 if you think only a woman should hold that job. Circle 2 if you think only a man should hold that job. Circle 3 if you think it makes no difference if a man or woman holds that job.*

	Only a Woman	Only a Man	Makes no Difference
55. Car Mechanic	1	2	3
56. Factory Worker	1	2	3
57. Nurse	1	2	3
58. Truck Driver	1	2	3
59. Sales Clerk	1	2	3
60. Secretary	1	2	3
61. Carpenter	1	2	3
62. Teacher	1	2	3
63. Telephone Operator	1	2	3

NOW WE WOULD LIKE YOUR OPINION ABOUT THE KIND OF WORK THAT PEOPLE IN CERTAIN KINDS OF JOBS USUALLY DO. *For each job there are three descriptions of job duties. Please circle the description you think best fits each job. Be sure to read all of the possible answers before you decide.*

64. HOSPITAL ORDERLY

1. Helps to take care of hospital patients.
2. Orders food and other supplies for hospital kitchens.
3. Works at hospital desk where patients check in.

65. KEY PUNCH OPERATOR

1. Operates a machine which sends telegrams.
2. Operates a machine which punches holes in cards for computers.
3. Operates a cordless telephone switchboard and pushes switch keys to make telephone connections.

66. DEPARTMENT STORE BUYER

1. Selects the items to be sold in a section of a department.
2. Checks on the courtesy of sales people by shopping at the store.
3. Buys department stores that are about to go out of business.

67. MACHINIST

1. Makes adjustments on automobile, airplane, and tractor engines.
2. Repairs electrical equipment.
3. Sets up and operates metal lathes, shapers, grinders, buffers, etc.

68. DIETICIAN

1. Waits on tables in a restaurant.
2. Plans menus for hospitals and schools.
3. Suggests exercises for persons who are overweight or sick.

69. FORK LIFT OPERATOR

1. Operates a machine that makes a certain kind of agricultural tool.
2. Operates a freight elevator in a warehouse or factory.
3. Drives an electrical or gas powered machine to move material in a warehouse or factory.

NOW WE WOULD LIKE YOUR OPINION ABOUT THE SUMMER PROGRAM. *For the following questions, circle the number of the statement which comes closest to the way you think or feel.*

	agree a lot	agree a little	unsure	disagree a little	disagree a lot
70. This program helped me decide the kind of job I would like to have.	1	2	3	4	5
71. The orientation session explained what the program was all about.	1	2	3	4	5
72. The only thing I got from this program was money.	1	2	3	4	5
73. My coordinator or counselor was available most of the time.	1	2	3	4	5
74. The people I worked with were interested in teaching me about their jobs.	1	2	3	4	5
75. Transportation to work was not a problem for me.	1	2	3	4	5
76. The program taught me what I have to do to keep a job.	1	2	3	4	5
77. My coordinator or counselor was always interested in what I had to say.	1	2	3	4	5
78. My work experiences in the program were a waste of time.	1	2	3	4	5
79. The classroom instruction was not useful to me on the job.	1	2	3	4	5
80. I learned a lot from the field trips.	1	2	3	4	5

ONE LAST QUESTION. *Circle the number in front of your answer.*

80. To get a good job, how important do you think it is to get a high school diploma?

1 Very important	2 Somewhat important	3 Not too important	4 Not at all important

Thank you for your help.

SAINT LOUIS UNIVERSITY

CENTER FOR URBAN PROGRAMS

221 NORTH GRAND BOULEVARD
SAINT LOUIS, MISSOURI 63103

ESTUDIO DE LOS JÓVENES DE

VEP/SPEDY DE 1978

NOMBRE ____
(Letra de molde, por favor)

Ya me explicaron el sentido de este consentimiento consciente. Entiendo la explicación que me dieron y consiento de buena fe en participar en este estudio.

Entiendo que mi identidad no será revelada y que todas mis respuestas serán confidenciales.

Entiendo que tengo el derecho de retirar mi consentimiento en cualquier momento, y de no contestar a cualquier pregunta.

____
Firma del (de la) participante

/ / / / / / / / ____________________

/ / / / / / / / ____________________

NOS GUSTARÍA QUE USTED PARTICIPE UNA VEZ MÁS EN EL ESTUDIO PREPARADO POR LA UNIVERSIDAD DE SAINT LOUIS PARA EL DEPARTAMENTO DEL TRABAJO (DEPARTMENT OF LABOR) DE LOS ESTADOS UNIDOS. NUESTRA INVESTIGACIÓN TIENE EL PROPÓSITO DE OBTENER INFORMACIÓN SOBRE SUS PENSAMIENTOS U OPINIONES DE MUCHAS COSAS. SUS OPINIONES SON IMPORTANTES Y NOS AYUDARÁN A MEJORAR EL PROGRAMA.

TODA LA INFORMACIÓN QUE USTED NOS DÉ SERÁ CONSIDERADA CONFIDENCIAL Y NUNCA SERÁ REVELADA O MOSTRADA EN CUALQUIER MANERA QUE PERMITA UNA IDENTIFICACIÓN INDIVIDUAL O PERSONAL CON USTED. SUS RESPUESTAS SERÁN COMBINADAS CON LAS DE APROXIMADAMENTE SEIS MIL PERSONAS.

USTED NO TIENE QUE PARTICIPAR SI NO QUIERE, PERO SUS RESPUESTAS SON MUY IMPORTANTES PARA NOSOTROS, Y POR ESO ESPERAMOS QUE LLENE ESTAS HOJAS.

QUISIERAMOS SABER ALGO DE SUS PLANES PARA EL FUTURO, LO QUE LE GUSTARÍA HACER, O LO QUE TAL VEZ DESEARA HACER. Ponga un círculo alrededor del número de su respuesta.

1. ¿Qué planes tiene usted después del septiembre?

   1 asistir a la escuela
   2 entrenamiento
   3 trabajo (tiempo completo)
   4 servicio militar
   5 otros planes
   6 no estoy seguro(a) en este momento

2. Para obtener buen empleo, ¿qué importante cree usted es recibir un diploma de la escuela secundaria?

   1 muy importante
   2 un poco importante
   3 no tan importante
   4 no es importante

3. Cuando usted empiece a trabajar tiempo completo, ¿qué tipo de trabaja cree que le gustaría hacer?

   ____

   ____

4. Para obtener ese tipo de trabajo, ¿cree usted que va a necesitar más educación o entrenamiento que un diploma de la escuela secundaria?

   1 Sí
   2 No
   3 No estoy seguro(a)

5. ¿Cómo piensa usted saber si hay empleos vacantes para ese tipo de trabajo?

   ____

   ____

Para las siguientes preguntas, ponga un círculo alrededor del número de la expresión mejor de sus pensamientos u opiniones. Circule el número "1" si está muy de acuerdo; el número "2" si está un poco de acuerdo. Si no está seguro(a), circule el número "3". Circule el número "4" si está un poco de desacuerdo; y el número "5" si está muy de desacuerdo.

PRIMERO NOS GUSTARÍA SABER LO QUE USTED ESPERA DE ESTE PROGRAMA DE VERANO.

	muy de acuerdo	un poco de acuerdo	no estoy seguro(a)	un poco de desacuerdo	muy de desacuerdo
6. Este programa me ayudó a aprender lo que hacen los empleados en diferentes tipos de trabajo.	1	2	3	4	5
7. Este programa me informó de cuánto entrenamiento necesito para diferentes tipos de trabajo.	1	2	3	4	5
8. Este programa me informó de lo que jefes esperan de sus empleados.	1	2	3	4	5
9. Este programa me dio información sobre cómo puedo obtener trabajo.	1	2	3	4	5

AHORA ALGUNAS PREGUNTAS GENERALES SOBRE OBTENER Y MANTENER TRABAJO.

	muy de acuerdo	un poco de acuerdo	no estoy seguro(a)	un poco de desacuerdo	muy de desacuerdo
10. Está bien si no voy al trabajo, cuando no tengo ganas de trabajar.	1	2	3	4	5
11. Cuando estoy enfermo(a), está bien si no llamo para informarles que no voy a trabajar.	1	2	3	4	5
12. Está bien llenar solamente las partes de una aplicación que quiero llenar.	1	2	3	4	5
13. Casi siempre un jefe puede despedir a alguién por no decir la verdad en la aplicación.	1	2	3	4	5
14. Una buena manera de saber de empleos vacantes, es de los amigos y los parientes que están trabajando.	1	2	3	4	5

	muy de acuerdo	un poco de acuerdo	no estoy seguro(a)	un poco de desacuerdo	muy de desacuerdo
15. Cuando estoy trabajando, el jefe tiene el derecho de decirme lo que tengo que hacer.	1	2	3	4	5
16. En el empleo uno debe vestirse en ropa parecida a la que usa la mayoría de las otras personas en el mismo sitio de trabajo.	1	2	3	4	5
17. Si el trabajo empieza a las 8 de la mañana, está bien si llego a trabajar a las 8 y media.	1	2	3	4	5
18. Hacer bien en una entrevista ayuda a las personas a obtener un trabajo.	1	2	3	4	5
19. En el empleo, no es importante llevarse bien con los compañeros de trabajo.	1	2	3	4	5
20. Cuando la gente está aplicando para un trabajo, los jefes no toman en cuenta si uno trabajó bien o no en otros sitios.	1	2	3	4	5

AHORA NOS GUSTARÍA SABER SU OPINIÓN DE CIERTAS COSAS EN LAS CUALES UNO PIENSA A VECES. RECUERDE QUE NO HAY RESPUESTAS CORRECTAS O INCORRECTAS. ES SU OPINIÓN LO QUE VALE.

21. Si las personas trabajan duro, así se hacen mejores personas.	1	2	3	4	5
22. Aunque no le guste su trabajo, usted debe hacer lo mejor que pueda.	1	2	3	4	5
23. Las uniones de trabajadores son buenas para los trabajadores.	1	2	3	4	5
24. El trabajo debe ser una parte importante de su vida.	1	2	3	4	5
25. Para mí el trabajo no es nada más que una manera de ganar dinero.	1	2	3	4	5
26. Las uniones de trabajadores no parecen preocuparse por ayudar a los jóvenes.	1	2	3	4	5

		muy de acuerdo	un poco de acuerdo	no estoy seguro(a)	un poco de desacuerdo	muy de desacuerdo
27.	Está bien que yo esté flojo en el trabajo, si el jefe no me encuentra.	1	2	3	4	5
28.	En el trabajo yo debo ayudar a las otras personas, para que me ayuden también.	1	2	3	4	5
29.	En general, estoy satisfecho con la vida en estos días.	1	2	3	4	5
30.	He gozado mi vida más que la mayoría de la gente.	1	2	3	4	5
31.	Creo que yo soy tan bueno(a) como cualquier persona.	1	2	3	4	5
32.	Quisiera tener más respeto hacia mí mismo.	1	2	3	4	5
33.	Creo que yo tengo muchas buenas cualidades.	1	2	3	4	5
34.	Sobretodo, siento que soy un fracaso.	1	2	3	4	5
35.	Nunca tengo dificultad en decidirme, cuando es una decisión importante.	1	2	3	4	5
36.	Generalmente, la gente tiende a aprovecharse de mí.	1	2	3	4	5
37.	Parece que yo soy el tipo de persona que tiene más mala suerte que buena suerte.	1	2	3	4	5
38.	Prefiero hacer decisiones al momento que hacer planes.	1	2	3	4	5
39.	Generalmente puedo acabar las cosas que me propongo a hacer.	1	2	3	4	5
40.	Es mejor seguir con cuidado en tratamientos con otras personas.	1	2	3	4	5
41.	La mayor parte del tiempo, la gente trata de ayudar a los otros.	1	2	3	4	5

	muy de acuerdo	un poco de acuerdo	no estoy seguro(a)	un poco de desacuerdo	muy de desacuerdo
42. Si tienen la oportunidad, la mayor parte de la gente trata de aprovecharse de uno.	1	2	3	4	5
43. La policía trata a los ricos mejor que a los pobres.	1	2	3	4	5
44. Las cortes tratan a toda la gente igualmente, sin hacer caso de la nacionalidad o la raza de uno.	1	2	3	4	5
45. La policía tiene mala voluntad con los jóvenes y por eso los molesta injustamente.	1	2	3	4	5
46. Es mejor ser desconocido y honesto, que famoso y no honesto.	1	2	3	4	5
47. No se debe castigar a las personas por violar una ley que les parece injusta.	1	2	3	4	5
48. Si alguien necesita algo con suficiente urgencia, está bien violar la ley para obtenerlo.	1	2	3	4	5
49. Está bien manejar un carro estando borracho(a), si uno no tiene un accidente.	1	2	3	4	5
50. Un hombre puede cuidar de los niños tan bien como una mujer.	1	2	3	4	5
51. No son normales las mujeres que quieren trabajar en empleos de hombres.	1	2	3	4	5
52. Una mujer que trabaja tiempo completo puede ser tan feliz como la mujer que se queda en casa con su familia.	1	2	3	4	5
53. No me gustaría que una mujer fuera mi jefa.	1	2	3	4	5
54. Si una mujer trabaja, su marido debe ayudar en los trabajos de la casa.	1	2	3	4	5

AHORA NOS GUSTARÍA QUE USTED PENSARA EN ALGUNOS TRABAJOS VERDADEROS.

Circule en el número "1" si cree que sólo las mujeres debían hacer ese tipo de trabajo; el "2" si cree que sólo los hombres debían hacerlo; y el "3" si cree que no importa y que los dos (hombre y mujer) podrían y debían hacerlo.

	sólo las mujeres	sólo los hombres	no importa
55. mecánico(a) de carro	1	2	3
56. trabajador(a) en una fábrica	1	2	3
57. enfermero(a)	1	2	3
58. camionero(a)	1	2	3
59. vendedor(a)	1	2	3
60. secretário(a)	1	2	3
61. carpintero(a)	1	2	3
62. profesor(a)	1	2	3
63. operador(a) de teléfono	1	2	3

AHORA NOS GUSTARÍA SABER SU OPINIÓN SOBRE LO QUE HACE LA GENTE EN CIERTOS EMPLEOS. Para cada empleo hay tres descripciones o definiciones posibles de los deberes del empleo. Haga el favor de circular la definición que a su parecer describe mejor el empleo. No deje de leer todas las descripciones antes de decidirse:

64. ASISTENTE EN UN HOSPITAL

1. Ayuda a cuidar de los pacientes en un hospital.
2. Pide alimentos y otras provisiones para la cocina de un hospital.
3. Trabaja en el sitio donde los pacientes son admitidos al hospital.

65. OPERADOR(A) DE "KEY PUNCH"

1. Opera una máquina que manda telegramas.
2. Opera una máquina que perfora tarjetas para las computadoras.
3. Opera un cuadro conmutador (switchboard) automático y empuja botones para hacer las conexiones telefónicas.

66. COMPRADOR(A) PARA LAS TIENDAS

1. Selecciona los artículos que serán vendidos en una sección de un departamento.
2. Comprueba y verifica la cortesía de los vendedores, haciendo compras en la tienda.
3. Compra las tiendas que están al punto de ser cerradas.

67. MAQUINISTA

1. Repara los motores de carros, aviones, y tractores.
2. Repara equipos eléctricos.
3. Monta y opera tornos metálicos, máquinas de tallar o estampar, máquinas amoladoras, ruedas de pulir, etc.

68. DIETETICO(A)

1. Sirve a las mesas en un restorán.
2. Planea las comidas en los hospitales y en las escuelas.
3. Sugiere los ejercicios corporales para las personas que están demasiado gordas o que están enfermas.

69. OPERADOR(A) DE "FORK LIFT"

1. Opera una máquina que produce herramientas agrícolas.
2. Opera un ascensor de cargas en un almacén o en una fábrica.
3. Maneja una máquina con motor de combustión interna o de electricidad, que levanta cargas y las traslada, en un almacén o en una fábrica.

AHORA NOS GUSTARÍA SABER LO QUE USTED OPINA DEL PROGRAMA DE VERANO. Para las preguntas siguientes, ponga un círculo alrededor del número de la expresión mejor de sus pensamientos u opiniones.

	muy de acuerdo	un poco de acuerdo	no estoy seguro(a)	un poco de desacuerdo	muy de desacuerdo
70. Este programa me ayudó a decidir sobre el tipo de trabajo que me gustaría hacer.	1	2	3	4	5
71. La sesión de orientación explicó de lo que se trata en el programa.	1	2	3	4	5
72. Lo único que saqué de este programa fue dinero.	1	2	3	4	5
73. Mi coordinador o consejero estuvo asequible casi todo el tiempo.	1	2	3	4	5
74. Las personas con quienes trabajé se interesaron por instruirme e informarme de sus trabajos.	1	2	3	4	5
75. Llegar al trabajo no era problema para mí.	1	2	3	4	5

	muy de acuerdo	un poco de acuerdo	no estoy seguro(a)	un poco de desacuerdo	muy de desacuerdo
76. El programa me enseñó lo que tengo que hacer para mantener un trabajo.	1	2	3	4	5
77. Mi coordinador o consejero siempre se interesó por lo que yo tenía que decir.	1	2	3	4	5
78. Mis experiencias de trabajo en el programa fueron una pérdida de tiempo.	1	2	3	4	5
79. Lo que aprendí en clase no me ayudó en el trabajo.	1	2	3	4	5
80. Aprendí mucho de las excursiones de estudios prácticos fuera de la clase.	1	2	3	4	5

UNA ULTIMA PREGUNTA. Circule el número de su respuesta.

81. Para obtener buen trabajo, ¿qué importante cree usted es recibir un diploma de la escuela secundaria ?

1 muy importante 2 un poco importante 3 no tan importante 4 no es importante

MUCHAS GRACIAS POR SU AYUDA

Format for Fall 1978 Intensive City Visits
Environmental Factors Relating to Youth Employment Projects

The purpose of these visits is to address the following questions that were set out in the Center's proposal to DOL. These are:

PROGRAMS

What other employment programs are available to youth?
Who runs these programs?
How many youth are enrolled?
How are they selected?
What is the purpose of the program?
What services are provided?
What is the length of the program?
How long has it been in operation?

RELATIONSHIPS

How do the public and private sectors view each other?
Is there any indication of cooperation between area employers and youth employment programs? school system?
What is the relationship between CETA prime sponsor and the school system? the trade schools? the area's principal employers?
How is active is NAB? HRDI? What is their relationship?
What is the role of the labor unions and youth employment programs?
What type of programs are favored (supported)? and by what groups?

ENVIRONMENT

What is the rate of unemployment in the area?
What is the racial composition of the area? of its youth? of its unemployed?
What political factors affect (hinder/support) the operation of youth employment programs?
What is the general trend of employment in the area?
What forecasts have been made as to the employment needs of the area over the next five years?
How are the youth employment programs meshed with these perceived needs?

The Center outlined the following in its proposal to DOL:

> The purpose of this field visit will be to gain further insight into the operation of the summer VEP program and, more importantly, to analyze the environment in which the VEP program operated. Information will be developed on other youth employment programs available in the area; interviews will be held with individuals knowledgeable about the mechanics of these programs; data will be secured on the operation of these programs; and social-demographic data for the area will be analyzed.

In order to compile complete information the following groups should be contacted:

1. CETA Prime Sponsor -- youth staff.
2. School System(s) -- various programs.
3. State Employment Service.
4. NAB and HRDI.
5. Other local groups serving youth, e.g., YMCA, Local Youth Agencies.
6. Any local youth council whether or not it is under political control.
7. Chamber of Commerce or similar business group.
8. Other groups or agencies that are involved in youth employment and training.

The following documents should be obtained:

Document	Source
Annual Planning Report	Employment Service
CETA Plan	CETA Prime Sponsor
Client Characteristics Report, Title III	CETA Prime Sponsor
Other Pertinent Reports	As Available

Priority Contacts

Essential

1. CETA Prime Sponsor — youth and planning staff.
2. School system(s) -- programs meeting youth employment and training goals (e.g., co-op, distributive education, and vocational technical training).
3. State Employment Service.
4. NAB and HRDI.
5. Chamber of Commerce or similar business group.

Desirable

1. Other local groups serving youth, e.g., YMCA, YWCA, local youth agency.
2. Any local youth council (even if it is political appointment).
3. Other groups or agencies that are involved with youth employment and training.
4. Other groups dealing with offenders and handicapped students (time probably will not permit us to go this far away from major focus).

Contact Procedures

We should make our contacts with essential "actors," so that we can obtain a wide range of information on programs. The focus is on the overall local environment in which youth employment and training programs operate. We do not need to become specialists in a particular program. We should learn the program goals, type of service, number of youth served and the general characteristics of enrollees. As time permits -- it generally won't -- explore specific programs.

In making contacts with the essential groups, maximize the program information obtained from those in the best position to know, namely, prime sponsors and schools. Then consider other likely sources based on your assessment of their knowledge. For business and political information, utilize all three groups.

Time Period Covered

We should obtain information for the Federal fiscal year, October 1, 1977 to September 30, 1978. In examining summer programs obtain information on Summer 1978 and for school year programs use 1977-78.

Priority Issues for Intensive Site Visits

CUP needs to obtain the following information in order to assess the environment in which VEP operated:

1. Economic conditions in the area

    -- indications, e.g., unemployment rate

    -- opinions

2. Relationships

    -- cooperation (or lack) between prime sponsors, school, employers and other groups

3. Youth Population

    -- general information

    -- specific target groups

    Both are estimated in the Annual Planning Report prepared by ES for the Primes.

4. Youth Programming

    -- What types of programs?

    -- What services are provided?

    -- Who is served? Number?

5. Results

    -- Any research and evaluation reports?

    -- Opinions as to what works and why?

    -- Any innovative programs?

    -- Examples of cooperation?

1978 VEP/SPEDY ENROLLEE SURVEY
CODING MANUAL
WITH FREQUENCY DISTRIBUTIONS

Prepared by:

Center for Urban Programs
St. Louis University
for the
U.S. Department of Labor
Grant No. 28-29-78-53

May, 1979

VEP CODING MANUAL

	VEP		SPEDY		
Column	N	%	N	%	Code
	DEMOGRAPHIC/PROGRAM DATA CARD				
1-3	--	--	--	--	City Code (See Appendix A for list)
4-6	--	--	--	--	Enrollee Identification
7					Enrollee Age (as of June 1, 1978)
	248	5.1	660	41.5	1. Less than 16
	1383	28.5	356	22.4	2. 16
	1263	26.0	276	17.3	3. 17
	877	18.0	123	7.7	4. 18
	460	9.5	74	4.7	5. 19
	280	5.8	33	2.1	6. 20
	184	3.8	25	1.6	7. 21
	14	0.3	0	0.0	8. Over 21
	150	3.1	44	2.8	9. Unknown
8					Highest Grade Completed
	97	2.0	415	26.1	1. 8th or less
	393	8.1	301	18.9	2. 9th
	1199	24.7	262	16.5	3. 10th
	1358	27.9	223	14.0	4. 11th
	1091	22.5	72	4.5	5. 12th
	535	11.0	50	3.1	6. More than 12th
	30	0.6	0	0.0	7. Special education
	5	0.1	0	0.0	8. GED
	151	3.1	268	16.8	9. Unknown
9					Enrollee Sex
	2291	47.1	760	47.8	1. Male
	2568	52.9	831	52.2	2. Female
	--	--	--	--	9. Unknown

	VEP		SPEDY		
Column	N	%	N	%	
10					Enrollee Race
	1034	21.3	394	24.8	1. White
	3012	62.0	911	57.3	2. Black
	55	1.1	7	0.4	3. American Indian, Native American
	58	1.2	25	1.6	4. Oriental
	508	10.5	231	14.5	5. Spanish Surname/American
	17	0.3	6	0.4	6. Other, unclassifiable
	175	3.6	17	1.1	9. Unknown
11					Welfare Status of Enrollee
	922	19.0	600	37.7	1. AFDC
	732	15.1	256	16.1	2. Other
	21	0.4	23	1.4	3. Both AFDC and Other
	2	0.0	86	5.4	4. Yes unspecified
	2531	52.1	582	36.6	8. No welfare
	651	13.4	44	2.8	9. Unknown
12					Special Emphasis Group of Enrollee
	401	8.3			1. Handicapped
	561	11.5			2. Youth Offender
	258	5.3			3. Non-traditional
	3457	71.1			4. None; Regular
	0	0.0	1591	100.0	8. SPEDY
	182	3.7			9. Unknown
13					Type of Program/CUP Visitation
	364	7.5			1. Single, visited
	239	4.9			2. Single, not visited
	1451	29.9			3. Umbrella, visited
	2805	57.7			4. Umbrella, not visited
	0	0.0	1591	100.0	5. SPEDY
	0	0.0			9. Unknown

	VEP		SPEDY		
Column	N	%	N	%	Code
14					Size of Program (Contracted)
	349	7.2			1. 20 or less
	780	16.1			2. 21-40
	666	13.7			3. 41-60
	358	7.4			4. 61-80
	1014	20.9			5. 81-100
	857	17.6			6. 101-120
	546	11.2			7. 121-140
	289	5.9	1591	100.0	8. 141 or more
	0	0.0			9. SPEDY
	0	0.0			0. Unknown
15-16					Contracted Program Emphasis
	985	20.3			10. Regular only
	536	11.0			11. Regular and Youth Offender (YO)
	170	3.5			12. Regular and Handicapped (H)
	187	3.8			13. Regular and Non-traditional (NT)
	504	10.4			14. Regular, YO and H
	266	5.5			15. Regular, H and NT
	183	3.8			16. Regular, YO and NT
	1757	36.2			17. Regular, and all three emphasis groups
	43	0.9			21. YO only
	76	1.6			22. H only
	67	1.4			23. NT only
	17	0.3			24. YO and H
	0	0.0			25. H and NT
	28	0.6			26. YO and NT
	40	0.8			27. All three emphasis groups
	0	0.0	1591	100.0	30. SPEDY
17					Subcontractor Identification
	126	2.6			1. SPEDY/VEP
	4733	97.4			2. All other VEP
	0	0.0	1591	100.0	3. SPEDY Control Group

	VEP		SPEDY		
Column	**N**	**%**	**N**	**%**	**Code**
18					**Standard Federal Region**
	353	7.3	202	12.7	1. Region I -- Connecticut, Maine Massachusetts, New Hampshire, Rhode Island, Vermont
	355	7.3	0	0.0	2. Region II -- New Jersey, New York, Puerto Rico
	854	17.6	441	27.7	3. Region III -- Delaware, Maryland Pennsylvania, Virginia, West Virginia
	829	17.1	0	0.0	4. Region IV -- Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee
	834	17.2	249	15.7	5. Region V -- Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin
	572	11.8	0	0.0	6. Region VI -- Arkansas, Louisiana New Mexico, Oklahoma, Texas
	367	7.6	216	13.6	7. Region VII -- Iowa, Kansas, Missouri, Nebraska
	79	1.6	238	15.0	8. Region VIII -- Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming
	409	8.4	0	0.0	9. Region IX -- Arizona, California, Hawaii, Nevada
	207	4.3	245	15.4	0. Region X -- Alaska, Idaho, Oregon, Washington

END OF DEMOGRAPHIC/PROGRAM DATA CARD

	VEP		SPEDY		
Column	N	%	N	%	Code
1	--	--	--	--	1. First Data Card (File Card Two)
2-7	--	--	--	--	Identification (Cols. 1-6 from File Card One)
8-19					Blank
20					Q.1. What are you planning to do fall?
	3251	66.9	1112	69.9	1. In school
	243	5.0	71	4.5	2. Skill training
	714	14.7	195	12.3	3. Working full time
	57	1.2	14	0.9	4. Military service
	68	1.4	28	1.8	5. Other plans
	353	7.3	140	8.8	6. Not sure at this time
	173	3.6	31	1.9	9. No answer
21					Q.2. To get a good job, how important do you think it is to get a high school diploma?
	4090	84.2	1381	86.8	1. Very important
	616	12.7	167	10.5	2. Somewhat important
	91	1.9	24	1.5	3. Not too important
	23	0.5	7	0.4	4. Not at all important
	39	0.8	12	0.8	9. No answer
22-24					Q.3. When you start working full time, what kind of job do you think you would like to do? 3 Col. Dictionary of Occupational Titles with the following conventions: 997 — Response unclassifiable 998 — Don't know (actual response) 999 — No answer Code first listed only.

	VEP		SPEDY		
Column	N	%	N	%	Code
25					Q.3. Total number of jobs listed.
	3501	72.1	1173	73.7	1. One
	721	14.8	161	10.1	2. Two
	100	2.1	26	1.6	3. Three
	9	0.2	2	0.1	4. Four or more
	215	4.4	136	8.5	8. Don't know (written response)
	313	6.4	93	5.8	9. Unknown (blank, no response)
26					Q.4. To get that kind of job do you think you will need more education or training than a high school diploma?
	3657	75.3	1071	67.3	1. Yes
	424	8.7	166	10.4	2. No
	665	13.7	319	20.1	3. Not sure
	113	2.3	35	2.2	9. No answer
27-28					Q.5. How would you find out if there are any job openings for that kind of job? First mentioned method coded in Column 27. Second mentioned method coded in Column 28. If no second method, coded "9" in Column 28.
27	489	10.1	140	8.8	1. School Counselor
	513	10.6	130	8.2	2. Public employment agency/ manpower office
	25	0.5	3	0.2	3. Private employment agency
	1254	25.8	264	16.6	4. Contact employer directly
	1181	24.3	374	23.5	5. Newspaper or other media
	88	1.8	54	3.4	6. Friends or relatives
	22	0.4	4	0.3	7. Union/labor organization
	603	12.4	286	18.0	8. Other
	173	3.6	122	7.7	9. Don't know (actual response)
	511	10.5	214	13.5	0. Unknown; no answer

	VEP		SPEDY		
Column	N	%	N	%	Code
28					Second Mentioned
	140	2.9	29	1.8	1. School counselor
	263	5.4	66	4.1	2. Public employment agency/ manpower office
	20	0.4	3	0.2	3. Private employment agency
	410	8.4	94	5.9	4. Contact employer directly
	327	6.7	71	4.5	5. Newspaper or other media
	132	2.7	41	2.6	6. Friends or relatives
	8	0.2	1	0.1	7. Union/labor organization
	171	3.5	74	4.7	8. Other
	2877	59.2	998	62.6	9. Don't know (actual response) No Second Method
	511	10.5	214	13.5	0. Unknown; no answer
					Total Methods Mentioned % taken of 4859 VEP and 1591 SPEDY
	629	12.9	169	10.6	1. School counselor
	776	16.0	196	12.3	2. Public employment agency/ manpower office
	45	0.9	6	0.4	3. Private employment agency
	1664	34.2	358	22.5	4. Contact employer directly
	1508	31.0	445	28.0	5. Newspaper or other media
	220	4.5	95	6.0	6. Friends or relatives
	30	0.6	5	0.3	7. Union/labor organization
	774	15.9	360	22.6	8. Other
	173	3.6	122	7.7	9. Don't know (actual response)
	511	10.5	214	13.5	0. Unknown; no answer
29					Q.5. Total number of methods mentioned.
	2721	56.0	886	55.7	1. One
	1152	23.7	303	19.0	2. Two
	264	5.4	66	4.1	3. Three
	38	0.8	7	0.4	4. Four or more
	168	3.5	122	7.6	8. Don't know
	516	10.6	214	13.1	9. Unknown, No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
30					Q.6. This program will help me find out what workers do in different kinds of jobs.
	3211	66.1	763	48.0	1. Agree a lot
	1157	23.8	544	34.2	2. Agree a little
	344	7.1	180	11.3	3. Unsure
	70	1.4	56	3.5	4. Disagree a little
	42	0.9	32	2.0	5. Disagree a lot
	35	0.7	16	1.0	9. No answer
31					Q.7. This program will tell me how much training I need for different kinds of jobs.
	2729	56.2	640	40.2	1. Agree a lot
	1366	28.1	525	33.0	2. Agree a little
	507	10.4	225	14.1	3. Unsure
	148	3.0	102	6.4	4. Disagree a little
	77	1.6	79	5.0	5. Disagree a lot
	32	0.7	20	1.3	9. No answer
32					Q.8. This program will tell me what employers expect their workers to do.
	3375	69.5	1020	64.1	1. Agree a lot
	1012	20.8	370	23.3	2. Agree a little
	288	5.9	111	7.0	3. Unsure
	104	2.1	51	3.2	4. Disagree a little
	42	0.9	25	1.6	5. Disagree a lot
	38	0.8	14	0.9	9. No answer
33					Q.9. This program will give me information about how I can get a job.
	2649	54.5	593	37.3	1. Agree a lot
	1247	25.7	454	28.5	2. Agree a little
	650	13.4	321	20.2	3. Unsure
	164	3.4	123	7.7	4. Disagree a little
	110	2.3	88	5.5	5. Disagree a lot
	39	0.8	12	0.8	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
34					Q.10. It's alright to miss work whenever you don't feel like going.
	120	2.5	49	3.1	1. Agree a lot
	129	2.7	57	3.6	2. Agree a little
	92	1.9	35	2.2	3. Unsure
	356	7.3	135	8.5	4. Disagree a little
	4126	84.9	1299	81.6	5. Disagree a lot
	36	0.7	16	1.0	9. No Answer
35					Q.11. When you are sick it's alright to miss work without calling to say you won't be there.
	168	3.5	89	5.6	1. Agree a lot
	83	1.7	46	2.9	2. Agree a little
	83	1.7	51	3.2	3. Unsure
	334	6.9	180	11.3	4. Disagree a little
	4157	85.6	1210	76.1	5. Disagree a lot
	34	0.7	15	0.9	9. No answer
36					Q.12. It's alright to fill out only the parts of the job application that you want to.
	177	3.6	85	5.3	1. Agree a lot
	177	3.6	74	4.7	2. Agree a little
	215	4.4	115	7.2	3. Unsure
	561	11.5	182	11.4	4. Disagree a little
	3690	75.9	1122	70.5	5. Disagree a lot
	39	0.8	13	0.8	9. No answer
37					Q.13. Unsually an employer can fire someone for not telling the truth on a job application.
	1988	40.9	502	31.6	1. Agree a lot
	633	13.0	247	15.5	2. Agree a little
	895	18.4	406	25.5	3. Unsure
	492	10.1	167	10.5	4. Disagree a little
	793	16.3	251	15.8	5. Disagree a lot
	58	1.2	18	1.1	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
38					Q.14. A good way to find out about job openings is from friends or relatives who are working.
	1756	36.1	558	35.1	1. Agree a lot
	1921	39.5	638	40.1	2. Agree a little
	401	8.3	167	10.5	3. Unsure
	489	10.1	124	7.8	4. Disagree a little
	247	5.1	85	5.3	5. Disagree a lot
	45	0.9	19	1.2	9. No answer
39					Q.15. On the job the boss has the right to tell you what to do.
	3429	70.6	1085	68.2	1. Agree a lot
	889	18.3	299	18.8	2. Agree a little
	149	3.1	62	3.9	3. Unsure
	163	3.4	71	4.5	4. Disagree a little
	185	3.8	62	3.9	5. Disagree a lot
	44	0.9	12	0.8	9. No answer
40					Q.16. At work, you should try to dress like most other people on the job.
	1653	34.0	395	24.8	1. Agree a lot
	1495	30.8	455	28.6	2. Agree a little
	404	8.3	185	11.6	3. Unsure
	645	13.3	222	14.0	4. Disagree a little
	621	12.8	318	20.0	5. Disagree a lot
	41	0.8	16	1.0	9. No answer
41					Q.17. If your job starts at 8:00 A.M. it's alright if you show up at 8:30 A.M.
	104	2.1	36	2.3	1. Agree a lot
	94	1.9	59	3.7	2. Agree a little
	73	1.5	47	3.0	3. Unsure
	349	7.2	167	10.5	4. Disagree a little
	4199	86.4	1267	79.6	5. Disagree a lot
	40	0.8	15	0.9	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
42					Q.18. Doing well on a job interview helps you to get a job.
	3511	72.3	1041	65.4	1. Agree a lot
	897	18.5	343	21.6	2. Agree a little
	210	4.3	120	7.5	3. Unsure
	96	2.0	32	2.0	4. Disagree a little
	85	1.7	28	1.8	5. Disagree a lot
	60	1.2	27	1.7	9. No answer
43					Q.19. On the job, it's not important to get along with your fellow workers.
	401	8.3	200	12.6	1. Agree a lot
	284	5.8	113	7.1	2. Agree a little
	150	3.1	98	6.2	3. Unsure
	742	15.3	249	15.7	4. Disagree a little
	3217	66.2	900	56.6	5. Disagree a lot
	65	1.3	31	1.9	9. No answer
44					Q.20. When you are applying for a job, employer's don't consider how you did in previous jobs.
	288	5.9	112	7.0	1. Agree a lot
	357	7.3	134	8.4	2. Agree a little
	576	11.9	314	19.7	3. Unsure
	991	20.4	286	18.0	4. Disagree a little
	2606	53.6	728	45.8	5. Disagree a lot
	41	0.8	17	1.1	9. No answer
45					Q.21. Hard work makes you a better person.
	1732	35.6	630	39.6	1. Agree a lot
	1579	32.5	471	29.6	2. Agree a little
	578	11.9	206	12.9	3. Unsure
	552	11.4	149	9.4	4. Disagree a little
	383	7.9	127	8.0	5. Disagree a lot
	35	0.7	8	0.5	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
46					Q.22. Even if you dislike your work you should do your best.
	3407	70.1	1087	68.3	1. Agree a lot
	963	19.8	317	19.9	2. Agree a little
	175	3.6	73	4.6	3. Unsure
	155	3.2	47	3.0	4. Disagree a little
	117	2.4	48	3.0	5. Disagree a lot
	42	0.9	19	1.2	9. No answer
47					Q.23. Organized labor unions are good for workers.
	2206	45.4	563	35.4	1. Agree a lot
	1082	22.3	350	22.0	2. Agree a little
	1303	26.8	561	35.3	3. Unsure
	124	2.6	49	3.1	4. Disagree a little
	76	1.6	40	2.5	5. Disagree a lot
	68	1.4	28	1.8	9. No answer
48					Q.24. Work should be an important part of a person's life.
	3337	68.7	1048	65.9	1. Agree a lot
	1071	22.0	360	22.6	2. Agree a little
	185	3.8	72	4.5	3. Unsure
	138	2.8	54	3.4	4. Disagree a little
	72	1.5	34	2.1	5. Disagree a lot
	56	1.2	23	1.4	9. No answer
49					Q.25. To me work is nothing more than a way of making money.
	693	14.3	242	15.2	1. Agree a lot
	798	16.4	337	21.2	2. Agree a little
	282	5.8	140	8.8	3. Unsure
	1403	28.9	405	25.5	4. Disagree a little
	1623	33.4	445	28.0	5. Disagree a lot
	60	1.2	22	1.4	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
50					Q.26. Organized labor unions don't seem to care about helping youth.
	334	6.9	126	7.9	1. Agree a lot
	479	9.9	169	10.6	2. Agree a little
	2099	43.2	734	46.1	3. Unsure
	719	14.8	216	13.6	4. Disagree a little
	1137	23.4	307	19.3	5. Disagree a lot
	91	1.9	39	2.5	9. No answer
51					Q.27. "Taking it easy" on the job is alright as long as you don't get caught by the boss.
	409	8.4	144	9.1	1. Agree a lot
	727	15.0	283	17.8	2. Agree a little
	282	5.8	156	9.8	3. Unsure
	1035	21.3	356	22.4	4. Disagree a little
	2354	48.4	635	39.9	5. Disagree a lot
	52	1.1	17	1.1	9. No answer
52					Q.28. You should help other people on a job so that they will help you.
	2923	60.2	921	57.9	1. Agree a lot
	1269	26.1	420	26.4	2. Agree a little
	280	5.8	110	6.9	3. Unsure
	215	4.4	61	3.8	4. Disagree a little
	137	2.8	65	4.1	5. Disagree a lot
	35	0.7	14	0.9	9. No answer
53					Q.29. I am generally satisifed with my life these days.
	2060	42.4	720	45.3	1. Agree a lot
	1540	31.7	492	30.9	2. Agree a little
	371	7.6	152	9.6	3. Unsure
	512	10.5	136	8.5	4. Disagree a little
	314	6.5	75	4.7	5. Disagree a lot
	62	1.3	16	1.0	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
54					Q.30. I have enjoyed my life more than most people have enjoyed theirs.
	1652	34.0	557	35.0	1. Agree a lot
	1212	24.9	419	26.3	2. Agree a little
	1248	25.7	398	25.0	3. Unsure
	418	8.6	129	8.1	4. Disagree a little
	247	5.1	67	4.2	5. Disagree a lot
	82	1.7	21	1.3	9. No answer
55					Q.31. I feel that I am as good as anybody else.
	3480	71.6	1036	65.1	1. Agree a lot
	702	14.4	274	17.2	2. Agree a little
	227	4.7	99	6.2	3. Unsure
	169	3.5	91	5.7	4. Disagree a little
	166	3.4	46	2.9	5. Disagree a lot
	115	2.4	45	2.8	9. No answer
56					Q.32. I wish I could have more respect for myself.
	1226	25.2	397	25.0	1. Agree a lot
	1059	21.8	368	23.1	2. Agree a little
	480	9.9	229	14.4	3. Unsure
	633	13.0	188	11.8	4. Disagree a little
	1245	25.6	356	22.4	5. Disagree a lot
	216	4.4	53	3.3	9. No answer
57					Q.33. I feel that I have a number of good qualities.
	3211	66.1	885	55.6	1. Agree a lot
	1197	24.6	453	28.5	2. Agree a little
	263	5.4	153	9.6	3. Unsure
	57	1.2	41	2.6	4. Disagree a little
	50	1.0	24	1.5	5. Disagree a lot
	81	1.7	35	2.2	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
58					Q.34. All in all, I'm inclined to feel I am a failure.
	129	2.7	46	2.9	1. Agree a lot
	313	6.4	127	8.0	2. Agree a little
	345	7.1	182	11.4	3. Unsure
	587	12.1	247	15.5	4. Disagree a little
	3383	69.6	956	60.1	5. Disagree a lot
	102	2.1	33	2.1	9. No answer
59					Q.35. Generally, people tend to push me around.
	290	6.0	99	6.2	1. Agree a lot
	607	12.5	218	13.7	2. Agree a little
	237	4.9	118	7.4	3. Unsure
	825	17.0	261	16.4	4. Disagree a little
	2812	57.9	864	54.3	5. Disagree a lot
	88	1.8	31	1.9	9. No answer
60					Q.36. I never have any trouble making up my mind about important decisions.
	1156	23.8	366	23.0	1. Agree a lot
	1452	29.9	454	28.5	2. Agree a little
	528	10.9	223	14.0	3. Unsure
	1196	24.6	376	23.6	4. Disagree a little
	430	8.8	146	9.2	5. Disagree a lot
	97	2.0	26	1.6	9. No answer
61					Q.37. I seem to be the kind of person that has more bad luck than good luck.
	450	9.3	174	10.9	1. Agree a lot
	829	17.1	285	17.9	2. Agree a little
	729	15.0	251	15.8	3. Unsure
	1223	25.2	384	24.1	4. Disagree a little
	1547	31.8	480	30.2	5. Disagree a lot
	81	1.7	17	1.1	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
62					Q.38. I would rather decide things when they come up than always try to plan ahead.
	1066	21.9	394	24.8	1. Agree a lot
	1066	21.9	347	21.8	2. Agree a little
	484	10.0	222	14.0	3. Unsure
	1034	21.3	294	18.5	4. Disagree a little
	1136	23.4	303	19.0	5. Disagree a lot
	73	1.5	31	1.9	9. No answer
63					Q.39. Generally, I can finish the things I set out to do.
	2871	59.1	821	51.6	1. Agree a lot
	1485	30.6	495	31.1	2. Agree a little
	189	3.9	129	8.1	3. Unsure
	173	3.6	78	4.9	4. Disagree a little
	71	1.5	39	2.5	5. Disagree a lot
	70	1.4	29	1.8	9. No answer
64					Q.40. You can't be too careful in dealing with other people.
	1561	32.1	417	26.2	1. Agree a lot
	1615	33.2	517	32.5	2. Agree a little
	767	15.8	349	21.9	3. Unsure
	503	10.4	157	9.9	4. Disagree a little
	309	6.4	115	7.2	5. Disagree a lot
	104	2.1	36	2.3	9. No answer
65					Q.41. Most of the time people try to be helpful.
	1379	28.4	476	29.9	1. Agree a lot
	2186	45.0	664	41.7	2. Agree a little
	543	11.2	201	12.6	3. Unsure
	513	10.6	156	9.8	4. Disagree a little
	151	3.1	60	3.8	5. Disagree a lot
	87	1.8	34	2.1	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
66					Q.42. Most people try to take advantage of you if they get a chance.
	1756	36.1	566	35.6	1. Agree a lot
	1499	30.8	457	28.7	2. Agree a little
	485	10.0	207	13.0	3. Unsure
	685	14.1	215	13.5	4. Disagree a little
	350	7.2	112	7.0	5. Disagree a lot
	84	1.7	34	2.1	9. No answer
67					Q.43. The police treat rich people better than poor people.
	1365	28.1	440	27.7	1. Agree a lot
	839	17.3	244	15.3	2. Agree a little
	1254	25.8	457	28.7	3. Unsure
	512	10.5	159	10.0	4. Disagree a little
	815	16.8	266	16.7	5. Disagree a lot
	74	1.5	25	1.6	9. No answer
68					Q.44. The courts treat all people alike regardless of race or nationality.
	1468	30.2	521	32.7	1. Agree a lot
	935	19.2	292	18.4	2. Agree a little
	1063	21.9	391	24.6	3. Unsure
	694	14.3	206	12.9	4. Disagree a little
	627	12.9	158	9.9	5. Disagree a lot
	72	1.5	23	1.4	9. No answer
69					Q.45. The police have it in for young people and pick on them unfairly.
	659	13.6	255	16.0	1. Agree a lot
	1131	23.3	380	23.9	2. Agree a little
	1174	24.2	435	27.3	3. Unsure
	945	19.4	272	17.1	4. Disagree a little
	862	17.7	224	14.1	5. Disagree a lot
	88	1.8	25	1.6	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
70					Q.46. It is better to be unknown and honest than famous and dishonest.
	3228	66.4	927	58.3	1. Agree a lot
	724	14.9	287	18.0	2. Agree a little
	509	10.5	218	13.7	3. Unsure
	152	3.1	59	3.7	4. Disagree a little
	159	3.3	68	4.3	5. Disagree a lot
	87	1.8	32	2.0	9. No answer
71					Q.47. People should not be punished for breaking a law they think is wrong.
	348	7.2	163	10.2	1. Agree a lot
	457	9.4	187	11.8	2. Agree a little
	859	17.7	331	20.8	3. Unsure
	877	18.0	252	15.8	4. Disagree a little
	2196	45.2	614	38.6	5. Disagree a lot
	122	2.5	44	2.8	9. No answer
72					Q.48. If somebody needs something bad enough it's alright to break the law to get it.
	158	3.3	73	4.6	1. Agree a lot
	243	5.0	96	6.0	2. Agree a little
	356	7.3	157	9.9	3. Unsure
	690	14.2	244	15.3	4. Disagree a little
	3326	68.5	992	62.4	5. Disagree a lot
	86	1.8	29	1.8	9. No answer
73					Q.49. It's alright to drive an automobile while drunk as long as you don't have an accident.
	169	3.5	76	4.8	1. Agree a lot
	275	5.7	134	8.4	2. Agree a little
	171	3.5	94	5.9	3. Unsure
	560	11.5	190	11.9	4. Disagree a little
	3613	74.4	1073	67.4	5. Disagree a lot
	71	1.5	24	1.5	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
74					Q.50. A man can take just as good care of children as a woman can.
	1920	39.5	583	36.6	1. Agree a lot
	1347	27.7	385	24.2	2. Agree a little
	540	11.1	246	15.5	3. Unsure
	609	12.5	194	12.2	4. Disagree a little
	363	7.5	153	9.6	5. Disagree a lot
	80	1.6	30	1.9	9. No answer
75					Q.51. There is something wrong with women who want to work at men's jobs.
	395	8.1	180	11.3	1. Agree a lot
	427	8.8	168	10.6	2. Agree a little
	515	10.6	206	12.9	3. Unsure
	963	19.8	291	18.3	4. Disagree a little
	2460	50.6	706	44.4	5. Disagree a lot
	99	2.0	40	2.5	9. No answer
76					Q.52. A woman who works full time can be just as happy as a woman who stays at home with her family.
	2533	52.1	705	44.3	1. Agree a lot
	884	18.2	299	18.8	2. Agree a little
	657	13.5	309	19.4	3. Unsure
	393	8.1	141	8.9	4. Disagree a little
	301	6.2	104	6.5	5. Disagree a lot
	91	1.9	33	2.1	9. No answer
77					Q.53. I would not want to work for a woman.
	300	6.2	129	8.1	1. Agree a lot
	339	7.0	137	8.6	2. Agree a little
	805	16.6	345	21.7	3. Unsure
	802	16.5	222	14.0	4. Disagree a little
	2519	51.8	725	45.6	5. Disagree a lot
	94	1.9	33	2.1	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
78					Q.54. If a woman is working at a job, her man should do some of the housework.
	2167	44.6	695	43.7	1. Agree a lot
	1448	29.8	446	28.0	2. Agree a little
	396	8.1	166	10.4	3. Unsure
	299	6.2	113	7.1	4. Disagree a little
	481	9.9	145	9.1	5. Disagree a lot
	68	1.4	26	1.6	9. No answer
79					Q.55. Car Mechanic
	26	0.5	9	0.6	1. Only a woman
	2199	45.3	683	42.9	2. Only a man
	2567	52.8	874	54.9	3. Makes no difference
	67	1.4	25	1.6	9. No answer
80					Q.56. Factory Worker
	100	2.1	55	3.5	1. Only a woman
	553	11.4	233	14.6	2. Only a man
	4132	85.0	1272	79.9	3. Makes no difference
	74	1.5	31	1.9	9. No answer

BEGIN CARD II

	VEP		SPEDY		
Column	N	%	N	%	Code
1					Card Number
					2. Date card two (File card three)
2-7					Identification Code, Cols. 1-6 from file card one
8					Q.57. Nurse
	2198	45.2	834	52.4	1. Only a woman
	54	1.1	31	1.9	2. Only a man
	2519	51.8	682	42.9	3. Makes no difference
	88	1.8	44	2.8	9. No answer
9					Q.58. Truck Driver
	52	1.1	24	1.5	1. Only a woman
	2185	45.0	743	46.7	2. Only a man
	2556	52.6	794	49.9	3. Makes no difference
	66	1.4	30	1.9	9. No answer
10					Q.59. Sales Clerk
	332	6.8	134	8.4	1. Only a woman
	94	1.9	51	3.2	2. Only a man
	4364	89.8	1371	86.2	3. Makes no difference
	69	1.4	35	2.2	9. No answer
11					Q.60. Secretary
	2218	45.6	774	48.6	1. Only a woman
	67	1.4	44	2.8	2. Only a man
	2484	51.1	731	45.9	3. Makes no difference
	90	1.9	42	2.6	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
12					Q.61. Carpenter
	56	1.2	21	1.3	1. Only a woman
	2418	49.8	806	50.7	2. Only a man
	2306	47.5	724	45.5	3. Makes no difference
	79	1.6	40	2.5	9. No answer
13					Q.62. Teacher
	124	2.6	60	3.8	1. Only a woman
	41	0.8	22	1.4	2. Only a man
	4621	95.1	1471	92.5	3. Makes no difference
	73	1.5	38	2.4	9. No answer
14					Q.63. Telephone Operator
	923	19.0	374	23.5	1. Only a woman
	73	1.5	43	2.7	2. Only a man
	3798	78.2	1145	72.0	3. Makes no difference
	65	1.3	29	1.8	9. No answer
15					Q.64. Hospital Orderly
	2935	60.4	852	53.6	1. Helps to take care of hospital patients.
	875	18.0	336	21.1	2. Orders food and other supplies for hospital kitchens.
	861	17.7	341	21.4	3. Works at hospital desk where patients check in.
	188	3.9	62	3.9	9. No answer
16					Q.65. Key Punch Operator
	271	5.6	110	6.9	1. Operates a machine which sends telegrams.
	2824	58.1	860	54.1	2. Operates a machine which punches holes in cards for computers.
	1578	32.5	551	34.6	3. Operates a cordless telephone switchboard and pushes switch keys to make telephone connections.
	186	3.8	70	4.4	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
17					Q.66. Department Store Buyer
	2570	52.9	754	47.4	1. Selects the items to be sold in a section of a department.
	708	14.6	302	19.0	2. Checks on the courtesy of sales people by shopping at the store.
	1397	28.8	471	29.6	3. Buys department stores that are about to go out of business.
	184	3.8	64	4.0	9. No answer
18					Q.67. Machinist
	1607	33.1	555	34.9	1. Makes adjustments on automobile, airplane, and tractor engines.
	1093	22.5	423	26.6	2. Repairs electrical equipment.
	1935	39.8	540	33.9	3. Sets up and operates metal lathes, shapers, grinders, buffers, etc.
	224	4.6	73	4.6	9. No answer
19					Q.68. Dietician
	162	3.3	71	4.5	1. Waits on tables in a restaurant.
	2713	55.8	672	42.2	2. Plans menus for hospitals and schools.
	1782	36.7	775	48.7	3. Suggests exercises for persons who are overweight or sick.
	202	4.2	73	4.6	9. No answer
20					Q.69. Fork Lift Operator
	572	11.8	232	14.6	1. Operates a machine that makes a certain kind of agricultural tool.
	863	17.8	371	23.3	2. Operates a freight elevator in a warehouse or factory.
	3177	65.4	901	56.6	3. Drives an electrical or gas powered machine to move material in a warehouse or factory.
	247	5.1	87	5.5	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
21					Q.70. To get a good job, how important do you think it is to get a high school diploma?
	4059	83.5	1342	84.3	1. Very important
	574	11.8	172	10.8	2. Somewhat important
	84	1.7	16	1.0	3. Not too important
	19	0.4	9	0.6	4. Not at all important
	123	2.5	52	3.3	9. No answer

NOTE: Column 21, Card 2 ends pre-test instrument.

NOTE: Column 22, Card 2 begins post-test instrument.

	VEP		SPEDY		
Column	N	%	N	%	Code
22					Q.1. What are you planning to do this fall?
	2377	74.6	700	82.5	1. In school
	117	3.7	31	3.7	2. Skill training
	365	11.5	59	7.0	3. Working full time
	36	1.1	4	0.5	4. Military service
	51	1.6	12	1.4	5. Other plans
	123	3.9	32	3.8	6. Not sure at this time
	118	3.7	10	1.2	9. No answer
23					Q.2. To get a good job, how important do you think it is to get a high school diploma?
	2727	85.6	723	85.3	1. Very important
	379	11.9	100	11.8	2. Somewhat important
	45	1.4	11	1.3	3. Not too important
	7	0.2	6	0.7	4. Not at all important
	29	0.9	8	0.9	9. No answer
24-26					Q.3. When you start working full time, what kind of job do you think you would like to do? Used DOT for 3 column coding with the following conventions: 997 -- Response unclassifiable 998 -- Don't know (actual response 999 -- No answer Code first mentioned only.
27					Q.3. Total number of jobs listed.
	2253	70.7	594	70.0	1. One
	442	13.9	97	11.4	2. Two
	57	1.8	10	1.2	3. Three
	6	0.2	2	0.2	4. Four or more
	154	4.8	98	11.6	8. Don't know (written response)
	275	8.6	47	5.5	9. Unknown (blank, no response)

	VEP		SPADY		
Column	N	%	N	%	Code
28					Q.4. To get that kind of job do you think you will need more education or training than a high school diploma?
	2481	77.8	583	68.8	1. Yes
	289	9.1	76	9.0	2. No
	347	10.9	169	19.9	3. Not sure
	70	2.2	20	2.4	9. No answer
29-30					Q.5. How would you find out if there are any job openings for that kind of job?
					First mentioned method coded in Column 29; Second mentioned method coded in Column 30; If no second method, coded "9" in Column 30.
29	304	9.5	79	9.3	1. School counselor
	314	9.9	66	7.8	2. Public employment agency/ manpower office
	20	0.6	2	0.2	3. Private employment agency
	723	22.7	106	12.5	4. Contact employer directly
	919	28.8	290	34.2	5. Newspaper or other media
	136	4.3	42	5.0	6. Friends or relatives
	13	0.4	1	0.1	7. Union/labor organization
	373	11.7	124	14.6	8. Other
	89	2.8	48	5.7	9. Don't know (actual response)
	296	9.3	90	10.6	0. Unknown; no answer
					Second Mentioned
30	98	3.1	22	2.6	1. School counselor
	179	5.6	42	5.0	2. Public employment agency/ manpower office
	17	0.5	3	0.4	3. Private employment agency
	300	9.4	54	6.4	4. Contact employer directly
	255	8.0	49	5.8	5. Newspaper or other media
	207	6.5	62	7.3	6. Friends or relatives
	6	0.2	0	0.0	7. Union/labor organization
	101	3.2	34	4.0	8. Other
	1728	54.3	492	58.1	9. Don't know (actual response) No second method
	296	9.3	90	10.6	0. Unknown; no answer.

	VEP		SPEDY		
Column	N	%	N	%	Code
					Total Methods Mentioned.
					% based on 3187 VEP and 848 SPEDY.
	402	12.6	101	11.9	1. School counselor
	493	15.5	108	12.7	2. Public employment agency/ manpower office
	37	1.2	5	0.6	3. Private employment agency
	1023	32.1	160	18.9	4. Contact employer directly
	1174	36.8	339	40.0	5. Newspaper or other media
	343	10.8	104	12.3	6. Friends or relatives
	19	0.6	1	0.1	7. Union/labor organization
	474	14.9	158	18.6	8. Other
	89	2.8	48	5.7	9. Don't know (actual response)
	296	9.3	90	10.6	0. Unknown; no answer. No second method mentioned. (Column 30 only.)
31					Q.5. Total number of methods mentioned.
	1641	51.5	450	53.1	1. One
	862	27.0	199	23.5	2. Two
	259	8.1	52	6.1	3. Three
	38	1.2	15	1.8	4. Four or more
	66	2.1	34	4.0	8. Don't know
	321	10.1	98	11.6	9. Unknown, No answer
32					Q.6. This program helped me find out what workers do in different kinds of jobs.
	2225	69.8	373	44.0	1. Agree a lot
	763	23.9	336	39.6	2. Agree a little
	64	2.0	60	7.1	3. Unsure
	62	1.9	38	4.5	4. Disagree a little
	46	1.4	33	3.9	5. Disagree a lot
	27	0.8	8	0.9	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
33					Q.7. This program told me how much training I need for different kinds of jobs.
	1596	50.1	272	32.1	1. Agree a lot
	1033	32.4	294	34.7	2. Agree a little
	217	6.8	94	11.1	3. Unsure
	201	6.3	111	13.1	4. Disagree a little
	110	3.5	71	8.4	5. Disagree a lot
	30	0.9	6	0.7	9. No answer
34					Q.8. This program told me what employers expect their workers to do.
	2270	71.2	522	61.6	1. Agree a lot
	668	21.0	211	24.9	2. Agree a little
	117	3.7	60	7.1	3. Unsure
	72	2.3	35	4.1	4. Disagree a little
	25	0.8	16	1.9	5. Disagree a lot
	35	1.1	4	0.5	9. No answer
35					Q.9. This program gave me information about how I can get a job.
	1852	[illegible]8.1	304	35.8	1. Agree a lot
	836	26.2	252	29.7	2. Agree a little
	201	6.3	111	13.1	3. Unsure
	161	5.1	89	10.5	4. Disagree a little
	103	3.2	84	9.9	5. Disagree a lot
	34	1.1	8	0.9	9. No answer
36					Q.10. It's alright to miss work whenever you don't feel like going.
	76	2.4	31	3.7	1. Agree a lot
	111	3.5	28	3.3	2. Agree a little
	63	2.0	31	3.7	3. Unsure
	253	7.9	95	11.2	4. Disagree a little
	2647	83.1	657	77.5	5. Disagree a lot
	37	1.2	6	0.7	9. No answer

386

	VEP		SPEDY		
Column	N	%	N	%	Code
37					Q.11. When you are sick it's alright to miss work without calling to say you won't be there.
	103	3.2	46	5.4	1. Agree a lot
	68	2.1	22	2.6	2. Agree a little
	53	1.7	32	3.8	3. Unsure
	221	6.9	101	11.9	4. Disagree a little
	2700	84.7	637	75.1	5. Disagree a lot
	42	1.3	10	1.2	9. No answer
38					Q.12. It's alright to fill out only the parts of the job application that you want to.
	104	3.3	35	4.1	1. Agree a lot
	125	3.9	60	7.1	2. Agree a little
	124	3.9	75	8.8	3. Unsure
	325	10.2	97	11.4	4. Disagree a little
	2471	77.5	570	67.2	5. Disagree a lot
	38	1.2	11	1.3	9. No answer
39					Q.13. Usually an employer can fire someone for not telling the truth on a job application.
	1370	43.0	268	31.6	1. Agree a lot
	433	13.6	127	15.0	2. Agree a little
	489	15.3	210	24.8	3. Unsure
	288	9.0	114	13.4	4. Disagree a little
	558	17.5	119	14.0	5. Disagree a lot
	48	1.5	10	1.2	9. No answer
40					Q.14. A good way to find out about job openings is from friends or relatives who are working.
	1331	41.8	325	38.3	1. Agree a lot
	1191	37.4	342	40.2	2. Agree a little
	258	8.1	87	10.3	3. Unsure
	230	7.2	57	6.7	4. Disagree a little
	136	4.3	28	3.3	5. Disagree a lot
	41	1.3	10	1.2	9. No answer

387

	VEP		SPEDY		
Column	N	%	N	%	Code
41					Q.15. On the job the boss has the right to tell you what to do.
	2130	66.8	522	61.6	1. Agree a lot
	721	22.6	212	25.0	2. Agree a little
	101	3.2	43	5.1	3. Unsure
	105	3.3	26	3.1	4. Disagree a little
	96	3.0	41	4.8	5. Disagree a lot
	34	1.1	4	0.5	9. No answer
42					Q.16. At work, you should try to dress like most other people on that job.
	1351	42.4	229	27.0	1. Agree a lot
	1011	31.7	306	36.1	2. Agree a little
	211	6.6	71	8.4	3. Unsure
	292	9.2	98	11.6	4. Disagree a little
	292	9.2	138	16.3	5. Disagree a lot
	30	0.9	6	0.7	9. No answer
43					Q.17. If your job starts at 8:00 A.M. it's alright if you show up at 8:30 A.M.
	75	2.4	26	3.1	1. Agree a lot
	85	2.7	39	4.6	2. Agree a little
	64	2.0	38	4.5	3. Unsure
	279	8.8	113	13.3	4. Disagree a little
	2656	83.3	627	73.9	5. Disagree a lot
	28	0.9	5	0.6	9. No answer
44					Q.18. Doing well on a job interview helps you to get a job.
	2414	75.7	587	69.2	1. Agree a lot
	539	16.9	177	20.9	2. Agree a little
	83	2.6	41	4.8	3. Unsure
	53	1.7	14	1.7	4. Disagree a little
	53	1.7	14	1.7	5. Disagree a lot
	45	1.4	15	1.8	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
45					Q.19. On the job, it's not important to get along with your fellow workers.
	334	10.5	87	10.3	1. Agree a lot
	223	7.0	73	8.6	2. Agree a little
	115	3.6	65	7.7	3. Unsure
	498	15.6	155	18.3	4. Disagree a little
	1958	61.4	457	53.9	5. Disagree a lot
	59	1.9	11	1.3	9. No answer
46					Q.20. When you are applying for a job, employer's don't consider how you did in previous jobs.
	213	6.7	52	6.1	1. Agree a lot
	251	7.9	91	10.7	2. Agree a little
	341	10.7	114	13.4	3. Unsure
	582	18.3	159	18.8	4. Disagree a little
	1766	55.4	422	49.8	5. Disagree a lot
	34	1.1	10	1.2	9. No answer
47					Q.21. Hard work makes you a better person.
	1282	40.2	336	39.6	1. Agree a lot
	1015	31.8	265	31.3	2. Agree a little
	397	12.5	122	14.4	3. Unsure
	280	8.8	73	8.6	4. Disagree a little
	182	5.7	42	5.0	5. Disagree a lot
	31	1.0	10	1.2	9. No answer
48					Q.22. Even if you dislike your work you should do your best.
	2211	69.4	538	63.4	1. Agree a lot
	658	20.6	210	24.8	2. Agree a little
	124	3.9	46	5.4	3. Unsure
	91	2.9	27	3.2	4. Disagree a little
	64	2.0	16	1.9	5. Disagree a lot
	39	1.2	11	1.3	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
49					Q.23. Organized labor unions are good for workers.
	1601	50.2	293	34.6	1. Agree a lot
	669	21.0	175	20.6	2. Agree a little
	733	23.0	312	36.8	3. Unsure
	70	2.2	32	3.8	4. Disagree a little
	57	1.8	17	2.0	5. Disagree a lot
	57	1.8	19	2.2	9. No answer
50					Q.24. Work should be an important part of a person's life.
	2117	66.4	501	59.1	1. Agree a lot
	756	23.7	223	26.3	2. Agree a little
	127	4.0	49	5.8	3. Unsure
	96	3.0	43	5.1	4. Disagree a little
	47	1.5	19	2.2	5. Disagree a lot
	44	1.4	13	1.5	9. No answer
51					Q.25. To me, work is nothing more than a way of making money.
	368	11.5	103	12.1	1. Agree a lot
	562	17.6	164	19.3	2. Agree a little
	256	8.0	94	11.1	3. Unsure
	937	29.4	230	27.1	4. Disagree a little
	1012	31.8	241	28.4	5. Disagree a lot
	52	1.6	16	1.9	9. No answer
52					Q.26. Organized labor unions don't seem to care about helping youth.
	226	7.1	54	6.4	1. Agree a lot
	305	9.6	117	13.8	2. Agree a little
	1143	35.9	414	48.8	3. Unsure
	548	17.2	121	14.3	4. Disagree a little
	877	27.5	125	14.7	5. Disagree a lot
	88	2.8	17	2.0	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
53					Q.27. "Taking it easy" on the job is alright as long as you don't get caught by the boss.
	290	9.1	61	7.2	1. Agree a lot
	488	15.3	157	18.5	2. Agree a little
	237	7.4	72	8.5	3. Unsure
	670	21.0	202	23.8	4. Disagree a little
	1451	45.5	343	40.4	5. Disagree a lot
	51	1.6	13	1.5	9. No answer
54					Q.28. You should help other people on a job so that they will help you.
	1956	61.4	457	53.9	1. Agree a lot
	835	26.2	258	30.4	2. Agree a little
	177	5.6	60	7.1	3. Unsure
	108	3.4	41	4.8	4. Disagree a little
	74	2.3	23	2.7	5. Disagree a lot
	37	1.2	9	1.1	9. No answer
55					Q.29. I am generally satisfied with my life these days.
	1590	49.9	386	45.5	1. Agree a lot
	1003	31.5	280	33.0	2. Agree a little
	235	7.4	82	9.7	3. Unsure
	200	6.3	59	7.0	4. Disagree a little
	113	3.5	30	3.5	5. Disagree a lot
	46	1.4	11	1.3	9. No answer
56					Q.30. I have enjoyed my life more than most people have enjoyed theirs.
	1224	38.4	313	36.9	1. Agree a lot
	851	26.7	251	29.6	2. Agree a little
	746	23.4	189	22.3	3. Unsure
	192	6.0	58	6.8	4. Disagree a little
	99	3.1	22	2.6	5. Disagree a lot
	75	2.4	15	1.8	9. No answer

391

	SPEDY		VEP		
Column	N	%	N	%	Code
61					Q.35. Generally, people tend to push me around.
	171	5.4	63	7.4	1. Agree a lot
	367	11.5	130	15.3	2. Agree a little
	187	5.9	66	7.8	3. Unsure
	563	17.7	138	16.3	4. Disagree a little
	1820	57.1	430	50.7	5. Disagree a lot
	79	2.5	21	2.5	9. No answer
62					Q.36. I never have any trouble making up my mind about important decisions.
	753	23.6	185	21.8	1. Agree a lot
	1027	32.2	261	30.8	2. Agree a little
	376	11.8	122	14.4	3. Unsure
	714	22.4	200	23.6	4. Disagree a little
	240	7.5	56	6.6	5. Disagree a lot
	77	2.4	24	2.8	9. No answer
63					Q.37. I seem to be the kind of person that has more bad luck than good luck.
	274	8.6	69	8.1	1. Agree a lot
	496	15.6	141	16.6	2. Agree a little
	494	15.5	140	16.5	3. Unsure
	791	24.8	238	28.1	4. Disagree a little
	1049	32.9	242	28.5	5. Disagree a lot
	83	2.6	18	2.1	9. No answer
64					Q.38. I would rather decide things when they come up than always try to plan ahead.
	660	20.7	185	21.8	1. Agree a lot
	734	23.0	226	26.7	2. Agree a little
	304	9.5	112	13.2	3. Unsure
	695	21.8	160	18.9	4. Disagree a little
	740	23.2	145	17.1	5. Disagree a lot
	54	1.7	20	2.4	9. No answer

	SPEDY		VEP		
Column	N	%	N	%	Code
57					Q.31. I feel that I am as good as anybody else.
	2294	72.0	539	63.6	1. Agree a lot
	410	12.9	153	18.0	2. Agree a little
	166	5.2	52	6.1	3. Unsure
	105	3.3	46	5.4	4. Disagree a little
	114	3.6	27	3.2	5. Disagree a lot
	98	3.1	31	3.7	9. No answer
58					Q.32. I wish I could have more respect for myself.
	712	22.3	172	20.3	1. Agree a lot
	671	21.1	176	20.8	2. Agree a little
	333	10.4	130	15.3	3. Unsure
	479	15.0	139	16.4	4. Disagree a little
	845	26.5	197	23.2	5. Disagree a lot
	147	4.6	34	4.0	9. No answer
59					Q.33. I feel that I have a number of good qualities.
	2194	68.8	463	54.6	1. Agree a lot
	700	22.0	257	30.3	2. Agree a little
	164	5.1	67	7.9	3. Unsure
	37	1.2	26	3.1	4. Disagree a little
	30	0.9	14	1.7	5. Disagree a lot
	62	1.9	21	2.5	9. No answer
60					Q.34. All in all, I'm inclined to feel that I am a failure.
	135	4.2	32	3.8	1. Agree a lot
	206	6.5	59	7.0	2. Agree a little
	240	7.5	105	12.4	3. Unsure
	376	11.8	143	16.9	4. Disagree a little
	2158	67.7	486	57.3	5. Disagree a lot
	72	2.3	23	2.7	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
65					Q.39. Generally, I can finish the things I set out to do.
	1829	57.4	404	47.6	1. Agree a lot
	969	30.4	292	34.4	2. Agree a little
	152	4.8	71	8.4	3. Unsure
	134	4.2	38	4.5	4. Disagree a little
	43	1.3	24	2.8	5. Disagree a lot
	60	1.9	19	2.2	9. No answer
66					Q.40. You can't be too careful in dealing with other people.
	1053	33.0	223	26.3	1. Agree a lot
	1085	34.0	280	33.0	2. Agree a little
	453	14.2	175	20.6	3. Unsure
	317	9.9	96	11.3	4. Disagree a little
	186	5.8	49	5.8	5. Disagree a lot
	93	2.0	25	2.9	9. No answer
67					Q.41. Most of the time people try to be helpful.
	1054	33.1	234	27.6	1. Agree a lot
	1331	41.8	381	44.9	2. Agree a little
	365	11.5	96	11.3	3. Unsure
	276	8.7	84	9.9	4. Disagree a little
	85	2.7	30	3.5	5. Disagree a lot
	76	2.4	23	2.7	9. No answer
68					Q.42. Most people try to take advantage of you if they get a chance.
	1170	36.7	284	33.5	1. Agree a lot
	933	29.3	249	29.1	2. Agree a little
	313	9.8	89	10.5	3. Unsure
	452	14.2	124	14.6	4. Disagree a little
	249	7.8	85	10.0	5. Disagree a lot
	70	2.2	19	2.2	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
69					Q.43. The police treat rich people better than poor people.
	852	26.7	212	25.0	1. Agree a lot
	594	18.6	123	14.5	2. Agree a little
	858	26.9	267	31.5	3. Unsure
	330	10.4	94	11.1	4. Disagree a little
	495	15.5	138	16.3	5. Disagree a lot
	58	1.8	14	1.7	9. No answer
70					Q.44. The courts treat all people alike regardless of race or nationality.
	913	28.6	279	32.9	1. Agree a lot
	716	22.5	179	21.1	2. Agree a little
	677	21.2	197	23.2	3. Unsure
	464	14.6	101	11.9	4. Disagree a little
	361	11.3	76	9.0	5. Disagree a lot
	56	1.8	16	1.9	9. No answer
71					Q.45. The police have it in for young people and pick on them unfairly.
	423	13.3	130	15.3	1. Agree a lot
	760	23.8	181	21.3	2. Agree a little
	810	25.4	252	29.7	3. Unsure
	589	18.5	145	17.1	4. Disagree a little
	542	17.0	122	14.4	5. Disagree a lot
	63	2.0	18	2.1	9. No answer
72					Q.46. It is better to be unknown and honest than famous and dishonest.
	2069	64.9	446	52.6	1. Agree a lot
	493	15.5	199	23.5	2. Agree a little
	336	10.5	112	13.2	3. Unsure
	103	3.2	35	4.1	4. Disagree a little
	120	3.8	34	4.0	5. Disagree a lot
	66	2.1	22	2.6	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
73					Q.47. People should not be punished for breaking a las they think is wrong.
	252	7.9	70	8.3	1. Agree a lot
	313	9.8	114	13.4	2. Agree a little
	532	16.7	168	19.8	3. Unsure
	560	17.6	162	19.1	4. Disagree a little
	1435	45.0	311	36.7	5. Disagree a lot
	95	3.0	23	2.7	9. No answer
74					Q.48. If somebody needs something bad enough it's alright to break the law to get it.
	132	4.1	35	4.1	1. Agree a lot
	201	6.3	72	8.5	2. Agree a little
	253	7.9	82	9.7	3. Unsure
	458	14.4	123	14.5	4. Disagree a little
	2084	65.4	517	61.0	5. Disagree a lot
	59	1.9	19	2.2	9. No answer
75					Q.49. It's alright to drive an automobile while drunk as long as you don't have an accident.
	116	3.6	40	4.7	1. Agree a lot
	177	5.6	59	7.0	2. Agree a little
	142	4.5	53	6.3	3. Unsure
	355	11.1	117	13.8	4. Disagree a little
	2341	73.5	565	66.6	5. Disagree a lot
	56	1.8	14	1.7	9. No answer
76					Q.50. A man can take just as good care of children as a woman can.
	1373	43.1	324	38.2	1. Agree a lot
	847	26.6	226	26.7	2. Agree a little
	359	11.3	102	12.0	3. Unsure
	323	10.1	112	13.2	4. Disagree a little
	219	6.9	63	7.4	5. Disagree a lot
	66	2.1	21	2.5	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
77					Q.51. There is something wrong with women who want to work at men's jobs.
	265	8.3	66	7.8	1. Agree a lot
	266	8.3	84	9.9	2. Agree a little
	315	9.9	104	12.3	3. Unsure
	581	18.2	171	20.2	4. Disagree a little
	1680	52.7	401	47.3	5. Disagree a lot
	80	2.5	22	2.6	9. No answer
78					Q.52. A woman who works full time can be just as happy as a woman who stays at home with her family.
	1794	56.3	392	46.2	1. Agree a lot
	557	17.5	168	19.8	2. Agree a little
	414	13.0	136	16.0	3. Unsure
	189	5.9	66	7.8	4. Disagree a little
	172	5.4	61	7.2	5. Disagree a lot
	61	1.9	25	2.9	9. No answer
79					Q.53. I would not want to work for a woman.
	242	7.6	60	7.1	1. Agree a lot
	232	7.3	80	9.4	2. Agree a little
	535	16.8	168	19.8	3. Unsure
	536	16.8	162	19.1	4. Disagree a little
	1565	49.1	357	42.1	5. Disagree a lot
	77	2.4	21	2.5	9. No answer
80					Q.54. If a woman is working at a job, her man should do some of the housework.
	1492	46.8	376	44.3	1. Agree a lot
	950	29.8	250	29.5	2. Agree a little
	249	7.8	91	10.7	3. Unsure
	208	6.5	51	6.0	4. Disagree a little
	234	7.3	66	7.8	5. Disagree a lot
	54	1.7	14	1.7	9. No answer

BEGIN DATA CARD THREE

	VEP		SPEDY		
Column	N	%	N	%	Code
1					Card Number
	---	---	---	---	3. Data Card three; file card four.
2-7					Identification
					Repeat from file card one, Cols. 1-6.
8					Q.55. Car Mechanic
	34	1.1	5	0.6	1. Only a woman
	1159	36.4	348	41.0	2. Only a man
	1929	60.5	480	56.6	3. Makes no difference
	65	2.0	15	1.8	9. No answer
9					Q.56. Factory Worker
	60	1.9	16	1.9	1. Only a woman
	285	8.9	106	12.5	2. Only a man
	2774	87.0	712	84.0	3. Makes no difference
	68	2.1	14	1.7	9. No answer
10					Q.57. Nurse
	1236	38.8	393	46.3	1. Only a woman
	53	1.7	9	1.1	2. Only a man
	1826	57.3	423	49.9	3. Makes no difference
	72	2.3	23	2.7	9. No answer
11					Q.58. Truck Driver
	55	1.7	12	1.4	1. Only a woman
	1216	38.2	376	44.3	2. Only a man
	1843	57.8	448	52.8	3. Makes no difference
	73	2.3	12	1.4	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
12					Q.59. Sales Clerk
	203	6.4	60	7.1	1. Only a woman
	57	1.8	25	2.9	2. Only a man
	2858	89.7	745	87.9	3. Makes no difference
	69	2.2	18	2.1	9. No answer
13					Q.60. Secretary
	1196	37.5	357	42.1	1. Only a woman
	66	2.1	31	3.7	2. Only a man
	1849	58.0	449	52.9	3. Makes no difference
	76	2.4	11	1.3	9. No answer
14					Q.61. Carpenter
	51	1.6	12	1.4	1. Only a woman
	1298	40.7	394	46.5	2. Only a man
	1758	55.2	417	49.2	3. Makes no difference
	80	2.5	25	2.9	9. No answer
15					Q.62. Teacher
	97	3.0	32	3.8	1. Only a woman
	36	1.1	14	1.7	2. Only a man
	2980	93.5	788	92.9	3. Makes no difference
	74	2.3	14	1.7	9. No answer
16					Q.63. Telephone Operator
	512	16.1	180	21.2	1. Only a woman
	57	1.8	21	2.5	2. Only a man
	2555	80.2	635	74.9	3. Makes no difference
	63	2.0	12	1.4	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
17					Q.64. Hospital Orderly
	1979	62.1	461	54.4	1. Helps to take care of hospital patients.
	566	17.8	189	22.3	2. Orders food and other supplies for hospital kitchens.
	492	15.4	163	19.2	3. Works at hospital desk where patients check in.
	150	4.7	35	4.1	9. No answer
18					Q.65. Key Punch Operator
	216	6.8	58	6.8	1. Operates a machine which sends telegrams.
	1940	60.9	479	56.5	2. Operates a machine which punches holes in cards for computers.
	882	27.7	277	32.7	3. Operates a cordless telephone switchboard and pushes switch keys to make telephone connections.
	149	4.7	34	4.0	9. No answer
19					Q.66. Department Store Buyer
	1751	54.9	420	49.5	1. Selects the items to be sold in a section of a department.
	403	12.6	160	18.9	2. Checks on the courtesy of sales people by shopping at the store.
	872	27.4	232	27.4	3. Buys department stores that are about to go out of business.
	161	5.1	36	4.2	9. No answer
20					Q.67. Machinist
	1054	33.1	273	32.2	1. Makes adjustments on automobile, airplane, and tractor engines.
	807	25.3	219	25.8	2. Repairs electrical equipment.
	1161	36.4	313	36.9	3. Sets up and operates metal lathes, shapers, grinders, buffers, etc.
	165	5.2	43	5.1	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
21					Q.68. Dietician
	123	3.9	29	3.4	1. Waits on tables in a restaurant.
	1979	62.1	396	46.7	2. Plans menus for hospitals and schools.
	923	29.0	381	44.9	3. Suggests exercises for persons who are overweight or sick.
	162	5.1	42	5.0	9. No answer
22					Q.69. Fork Lift Operator
	394	12.4	105	12.4	1. Operates a machine that makes a certain kind of agricultural tool.
	662	20.8	200	23.6	2. Operates a freight elevator in a warehouse or factory.
	1944	61.0	497	58.6	3. Drives an electrical or gas powered machine to move material in a warehouse or factory.
	187	5.9	46	5.4	9. No answer
23					Q.70. This program helped me to decide the kind of job I would like to have.
	1324	41.5	237	27.9	1. Agree a lot
	915	28.7	260	30.7	2. Agree a little
	299	9.4	116	13.7	3. Unsure
	287	9.0	105	12.4	4. Disagree a little
	243	7.6	113	13.3	5. Disagree a lot
	119	3.7	17	2.0	9. No answer
24					Q.71. The orientation session explained what the program was all about.
	1723	54.1	330	38.9	1. Agree a lot
	804	25.2	246	29.0	2. Agree a little
	266	8.3	146	17.2	3. Unsure
	151	4.7	39	4.6	4. Disagree a little
	105	3.3	51	6.0	5. Disagree a lot
	138	4.3	36	4.2	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
25					Q.72. The only thing I got from this program was money.
	155	4.9	67	7.9	1. Agree a lot
	199	6.2	92	10.8	2. Agree a little
	118	3.7	67	7.9	3. Unsure
	777	24.4	249	29.4	4. Disagree a little
	1780	55.9	349	41.2	5. Disagree a lot
	158	5.0	24	2.8	9. No answer
26					Q.73. My coordinator or counselor was available most of the time.
	1658	52.0	393	46.3	1. Agree a lot
	769	24.1	206	24.3	2. Agree a little
	239	7.5	106	12.5	3. Unsure
	214	6.7	64	7.5	4. Disagree a little
	153	4.8	57	6.7	5. Disagree a lot
	154	4.8	22	2.6	9. No answer
27					Q.74. The people I worked with were interested in teaching me about their jobs.
	1722	54.0	318	37.5	1. Agree a lot
	750	23.5	237	27.9	2. Agree a little
	163	5.1	95	11.2	3. Unsure
	238	7.5	85	10.0	4. Disagree a little
	184	5.8	95	11.2	5. Disagree a lot
	130	5.1	18	2.1	9. No answer
28					Q.75. Transportation to work was not a problem for me.
	1896	59.5	476	56.1	1. Agree a lot
	532	16.7	157	18.5	2. Agree a little
	98	3.1	42	5.0	3. Unsure
	277	8.7	81	9.6	4. Disagree a little
	254	8.0	74	8.7	5. Disagree a lot
	130	4.1	18	2.1	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
29					Q.76. The program taught me what I have to do to keep a job.
	1894	59.4	412	48.6	1. Agree a lot
	776	24.3	233	27.5	2. Agree a little
	172	5.4	83	9.8	3. Unsure
	128	4.0	53	6.3	4. Disagree a little
	72	2.3	42	5.0	5. Disagree a lot
	145	4.5	25	2.9	9. No answer
30					Q.77. My coordinator or counselor was always interested in what I had to say.
	1782	55.9	372	43.9	1. Agree a lot
	660	20.7	215	25.4	2. Agree a little
	329	10.3	122	14.4	3. Unsure
	137	4.3	56	6.6	4. Disagree a little
	137	4.3	60	7.1	5. Disagree a lot
	142	4.5	23	2.7	9. No answer
31					Q.78. My work experiences in the program were a waste of time.
	146	4.6	49	5.8	1. Agree a lot
	152	4.8	73	8.6	2. Agree a little
	149	4.7	92	10.8	3. Unsure
	482	15.1	184	21.7	4. Disagree a little
	2117	66.4	432	50.9	5. Disagree a lot
	141	4.4	18	2.1	9. No answer
32					Q.79. The classroom instruction was not useful to me on the job.
	322	10.1	91	10.7	1. Agree a lot
	427	13.4	105	12.4	2. Agree a little
	466	14.6	196	23.1	3. Unsure
	626	19.6	168	19.8	4. Disagree a little
	1172	36.8	233	27.5	5. Disagree a lot
	174	5.5	55	6.5	9. No answer

	VEP		SPEDY		
Column	N	%	N	%	Code
33					Q.80. I learned a lot from the field trips.
	1131	35.5	141	16.6	1. Agree a lot
	699	21.9	138	16.3	2. Agree a little
	468	14.7	215	25.4	3. Unsure
	241	7.6	59	7.0	4. Disagree a little
	378	11.9	179	21.1	5. Disagree a lot
	270	8.5	116	13.7	9. No answer
34					Q.81. To get a good job, how important do you think it is to get a high school diploma?
	2639	82.8	707	83.4	1. Very important
	321	10.1	90	10.6	2. Somewhat important
	44	1.4	8	0.9	3. Not too important
	8	0.3	5	0.6	4. Not at all important
	175	5.5	38	4.5	9. No answer

NOTE: Column 34, Card 3 ends the post-test instrument.

APPENDIX A

101 Houston

102 Richmond, Texas

103 Pascagoula, Mississippi

104 Gulfport, Mississippi

105 Omaha Youth Opportunities Unlimited

106 Harrisburg, Pennsylvania

107 Benton, Arkansas

108 Nashville Boys Club

109 Fort Worth, Texas

110 St. Louis

111 New Orleans

112 Lansing, Michigan

113 Wilmington, Delaware

114 Nashville Communication Workers of America

115 Mobile

116 Memphis

117 Kansas City, Kansas Black Cult

118 Jackson Education Center

119 Jackson YWCA

120 Minnesota Welcome Community Homes

121 Miami Latin Chamber of Commerce

122 Miami Dade Chamber of Commerce

123 Greater Washington Central Labor Council

124 Kansas City, Missouri National Development Institute

125 Providence Blue Cross-Blue Shield

126 Minnesota The Way

127 Montpelier, Vermont

130 Baltimore AFSCME

133 Minnesota B'nai B'rith

134 Fort Lewis, Washington

135 Atlanta ANAIFCO, Inc.

136 Omaha Heyden Tile Co.

137 Denver, Colorado Northern Consortium

138 Toledo Owens

139 Tacoma, Washington Employment Service

140 Boston

141 Syracuse, New York

142 Providence -- Greater Providence Chamber of Commerce

143 Jackson Boys Club

144 Akron -- Summitt Tutorial Program

145 Norfolk, Virginia

146 Detroit

147 Atlanta Printing Specialists, Inc.

148 Minnesota YWCA

149 Kansas City, Missouri Metropolitan Lutheran Ministry

150 Indianapolis

151 Santa Barbara Terena Corp.

152 Cincinnati

153 Santa Barbara Youth Employment Service

154 Columbus

155 Philadelphia YWCA

156 Philadelphia Negro Trade Union Leadership Council

157 Philadelphia Columbia School

158 Yacima, Washington

159 Longview, Washington

160 San Antonio -- Consulting Associates of San Antonio, Inc.

161 San Antonio -- Consulting Associates of Laredo, Inc.

162 Santa Maria, California -- Youth Employment Services of Santa Maria

163 Washington Board of Trade

165 Olympia, Washington

166 San Juan, California

167 Providence Community Affairs Office

168 Denver Employ Ex Inc.

169 Colorado Springs, Colorado

170 San Antonio Builders Association

171 Puyallup, Washington

172 Cleveland

173 Atlanta -- Communication Center of Greater Atlanta, Inc.

174 Atlanta Metropolitan Boys Club

175 Birmingham, Alabama

176 Bridgeport, Connecticut Chamber of Commerce

177 Hartford, Connecticut

178 Tampa, Florida United Methodist Center, Inc.

179 Tampa, Florida Industrial Service, Inc.

180 Pittsburg AFL/CIO

181 Pittsburgh YMCA

182 Pittsburgh Urban Youth Action, Inc.

183 Pittsburgh West YMCA

184 Oakland -- United Teachers of Oakland

185 Helena, Washington

186 Akron, Ohio

187 Washington OCPO

189 Allentown, Pennsylvania LeHigh

190 Kansas City, Missouri Don Bosco Community Center

191 Oklahoma City, Okolahma MMC Training

193 Binghamton Brome, New York Chamber of Commerce

194 Binghamton, New York Hornell Area Chamber of Commerce

195 Binghamton, New York Greater Corning Chamber of Commerce

196 Minnesota Regional Native American Center

197 San Antonio Good Will Rehabilitation Center

198 Atlanta Butler City U

199 Binghamton, New York Chinango County Chamber of Commerce

237	Denver SPEDY
238	Toledo, Ohio SPEDY
239	Tacoma, Washington SPEDY
225	Providence, Rhode Island SPEDY
211	Allentown, Pennsylvania SPEDY
210	St. Louis SPEDY
223	Washington SPEDY
501	Allentown, Pennsylvania Carbon Training Center, Inc.
503	San Francisco Shelter, Inc.
504	Trenton, New Jersey
505	Akron, Ohio Civic Club
506	Providence, Rhode Island Outlet Co.
507	Woonsocket, Rhode Island Chamber of Commerce

APPENDIX B

Missing Values Age to Q81POST (9999)
Document

Program 137 Northern Colorado Consortium post program surveys were not received in time for inclusion on this tape.

Program 154 Columbus post program surveys were lost in mail.

Program 157 Philadelphia Columbia School did not return intakes or post program surveys.

Program 164 does not exist, it is a duplicate of 171.

Program 166 San Juan did not receive the post program surveys in time to administer them to the enrollees.

Program 183 does not exist, Pitt Western Area YMCA never gave the instrument.

Program 185 Helena, Montana did not supply us with demographics on their enrollees.

Program 188 Pitt 6th Mt. Zion post program surveys were never received.

Program 192 does not exist, it is a duplicate of 176.

VOCATIONAL EXPLORATION IN THE PRIVATE SECTOR, 1972-73:
COMPARISON OF IMPACT OF THE PILOT
AND SECOND EXPERIMENTAL YEARS

Donald P. Sprenger and
E. Allan Tomey
John T. Manns
Phyllis J. Reser
Wiley C. Smith
George D. Wendel

PART I

SUMMARY OF FINDINGS

The second year Vocational Exploration in the Private Sector (VEPS-II) program was designed to provide training and career exploration for sixteen year old in-school NYC enrollees who were "probable dropouts." The main departure from the regular NYC program was that VEPS enrollees were placed at private sector work stations and received intensive personal, career, and academic counseling. NYC programs shared the wage costs of enrollees with the private sector employers.

The major findings of the Center for Urban Programs (CUP) monitoring teams are presented below. The findings under Assessment of Program Operations and Administration are detailed in Part III of this report, while those under Assessment of Program Impact on Enrollees comprise Part IV.

ASSESSMENT OF PROGRAM OPERATIONS AND ADMINISTRATION

1. Administration and Staffing
   - a. The change which placed all program functions under the VEPS-II program sponsored by the NYC program worked well.
   - b. VEPS-II programs generally did not have to develop staff specialization in an area such as job development.
   - c. Several VEPS-II programs were operated by one person who performed all the required tasks.
   - d. Programs in rural counties found it necessary to assign VEPS enrollees to their regular in-school NYC counselors.
2. Enrollee Selection
   - a. VEPS-II enrollees met the NYC income guideline.
   - b. Most enrollees were at least sixteen years of age.
   - c. The enrollees had a number of academic, personal and family problems, but were generally not selected according to a rigorous definition of probable dropout.
   - d. Most enrollees were not enrolled in the school's regular work experience or vocational training program.
   - e. Comparisons between cities must be qualified with the knowledge that the enrollees varied in terms of previous academic performance.

3. Job Development

   a. Direct job development by the VEPS-II staff worked well.

   b. Smaller employers continued to provide the majority of training stations for VEPS.

   c. The simplified wage cost sharing feature in VEPS-II was useful in recruiting employers, although not as great an attraction as initially thought.

   d. The training stations covered a wide range of occupations.

   e. Programs in rural areas benefited from the access to private sector training through VEPS-II.

4. Pre-Job Orientation

   a. Pre-job orientation programs continued to be limited in some cities due to the start-up problems involved in new programs.

   b. The majority of VEPS-II programs concentrated the pre-job sessions on developing proper world-of-work attitudes.

   c. Programs staffed by one or two persons had more difficulty due to efforts in job development.

   d. Enrollees benefited from outside speakers, role playing, practice on application forms, films, and tape cassettes.

   e. The program flexibility to use a maximum of sixty hours was used by only a few cities.

5. On-Going Counseling

   a. VEPS-II program counselors conducted this phase well.

   b. Enrollees had a number of job-related problems as well as academic, personal and family problems.

   c. Counselors were able to intercede successfully with employers in a number of on-the-job problem cases.

   d. Enrollees who were several grades behind their age group presented the most severe academic problems.

   e. The increased enrollee-to-counselor ratio (1:30) did not present any general difficulty. Where VEPS-II was operated by one person, the counselor was occasionally overloaded.

6. Career Exploration

   a. This program component continued to be the most difficult to implement.

   b. Most cities conducted some type of vocational and career exploration sessions, but most found it necessary to modify the bi-weekly time schedule.

   c. Smaller programs often used the schools or other agencies to present some career exploration material.

   d. Most VEPS-II programs used some sessions to reinforce the work attitudes gained in the pre-job orientation sessions.

   e. The main problems encountered were the difficulty of getting groups of enrollees together and of scheduling the times with employers.

ASSESSMENT OF PROGRAM IMPACT ON ENROLLEES

Information is based upon data for the universe of 716 enrollees in eleven intensively monitored cities. For some items N is less than 716.

1. Profile of VEPS Enrollees

   a. Sex: Male 52.1%; Female 47.9%.
   b. Age: 15 or younger 15.4%; 16 - 37.9%; 17 or older 46.7%.
   c. Ethnic Background: Black 45.0%; White 33.3%; Spanish surname 20.8%; other 0.8%.
   d. Year in School (during VEPS): Sophomore or less 11.2%; Junior 40.0%; Senior 48.7%.
   e. Ever Worked: Yes 74.6%; No 25.4%.
   f. Worked thirty days or more: Yes 66.5%; No 33.6%.
   g. Pre-program Mean Grade Point Average:

Mean	1.98	(All Cities)
Highest	2.73	(Las Vegas)
Lowest	1.39	(Pittsburgh)

   h. Pre-program Mean Days Absent:

Mean	22.9	(All Cities)
Highest	35.0	(Pittsburgh)
Lowest	8.0	(Colorado Springs)

2. Work Experience in VEPS

   a. Type of Occupational Exposure

Professional	1.0%
Managerial	0.0%
Sales	11.1%
Clerical	27.8%

Craftsmen	6.5%
Operative	19.0%
Laborer	13.9%
Service	20.7%

b. Size of VEPS Employers (Number of full-time employees)

1-4	23.7%
5-9	21.1%
10-19	22.3%
20-29	11.1%
30-49	7.7%
50-99	4.0%
100 or more	10.0%

c. Number of VEPS Work Experiences: One 69.2%; Two 25.9%; Three or more 4.9%.

3. General Assessment of Programmatic Impact

a. Impact on School Dropout Rate

(1) Remained in school or graduated 90.1%; dropped out of high school 9.9%.

(2) Completed VEPS 53.9%; terminated 46.0%.

b. Impact on Academic Performance

Academic averages were available for 346 completers.

(1) Enrollee grade point averages improved from the previous school year (1971-72) in eight of ten cities. (No data was available from Eugene, Oregon).

(2) Improved G.P.A. 62.0%; declined 32.0%; unchanged 6.0%.

(3) Mean grade point changes ranged from +0.62 in Cleveland to -0.14 in Fort Worth

(4) The distribution of G.P.A. change by degree:

+1.26 or more	8.9%
+0.76 to +1.25	14.4%
+0.26 to +0.75	23.4%
+0.25 to -0.25	29.4%
-0.26 to -0.75	13.5%
-0.76 to -1.25	7.8%
-1.26 or more	2.6%

c. Impact on School Attendance

(1) The mean number of days absent declined in five of the ten cities. (No data was available from Eugene, Oregon). Two cities in which absences increased did so only marginally (one day).

(2) Fewer school days absent 48.8%; more days absent 44.7%; unchanged 6.5%.

(3) The distribution of Attendance Change by degree (+ = improvement).

+10 days or more	18.8%
+4 to +9	15.3%
+3 to -3	32.8%
-4 to -9	14.3%
-10 days or more	18.8%

d. Improved Disciplinary Status

(1) Available information indicates that enrollees had significantly fewer incidents with school authorities and the police than in previous years.

e. Continued Part-Time Private Sector Employment

(1) A significant number of VEPS completers remained in the private sector, 69.0% at the VEPS employer and 6.3% at other private worksites.

(2) Disposition of remaining VEPS completers

Returned to NYC	5.5%
Higher Education	6.0%
Not working	8.4%
Military	2.4%
Other	2.4%

f. Facilitated the Transition from School to the Work Force

(1) Of the 179 youth who were seniors and completed the program and graduated, over half (59.2%) retained their VEPS job, another 8.4% found other private sector employment, and 3.9% found public sector employment for a total of 71.5% employed full-time after VEPS.

(2) 9.5% went on to higher education and 4.5% joined the military.

(3) Enrollees who were working, continuing their education or in the military accounted for 85.5% of the completers who graduated.

(4) Only 10.6% were not working and another 2.8% were married. The disposition of 1.1% was unknown.

g. NYC and School System Personnel Opinions of VEPS

(1) NYC directors were enthusiastic about the potential that VEPS provided.

(2) Particularly important was the availability through VEPS of more varied worksites and exposure to private sector employers.

(3) Some programs found VEPS a much needed addition to NYC where public sector jobs outside schools are in short supply.

4. Analysis of Completers and Terminators

a. Completed VEPS 53.9% (386); Terminated 46.0% (330).

b. Males completed VEPS at a higher rate, 55.2%, than females, 52.8%.

c. Enrollees seventeen years of age or older completed at a higher rate, 56.5%, than youth sixteen, 53.9%, or under sixteen, 46.8%.

d. Completion rates by ethnic backgrounds were: Blacks, 60.6%; Whites, 50.0%; Spanish surnames, 47.0%.

e. VEPS enrollees in their junior year completed the program at 49.6% rate; those in less than the junior year, 51.3%; seniors 59.0%.

f. Only minor demographic and family differences existed between completers and terminators.

g. Neither the size of the VEPS employer nor the VEPS occupational experience had any major impact on program completion rates.

h. Completers improved their academic averages more frequently, 62.0%, than did terminators, 50.8%.

i. Improvement in school attendance patterns was shown by 48.8% of completers and 46.2% of the terminators.

j. Comparison of the academic averages of completers and the universe, controlled for age and grade in school, shows that completers improved their grade point averages more often than did all VEPS enrollees.

k. In the same comparison using school attendance data, the relationship is not as strong.

l. No direct relationship exists between academic improvement or positive changes in school attendance and the type of VEPS work experience or the size of VEPS employer.

5. Reasons for Terminating VEPS

a. Terminations from VEPS amounted to 46.0% (330 of the 716 youth).

b. The main reasons for terminating were dropping out of school, 21.6%; quitting, laid off or fired, 23.4%.

c. Taking other private sector employment was the reason for termination in 10.3% of the cases; not interested in 7.9% and conflict with school activities in 5.2%.

d. No other reason accounted for as much as five percent of the cases.

e. Over half the enrollees completed the program in four of the eleven cities; in another four cities, the completion rate was between 40% and 50%.

f. No pattern emerged from an analysis of reasons for termination when compared with size of employer or type of VEPS work experience.

g. The limited academic information available on terminators indicated that they did not improve in either grades or attendance as much as VEPS completers.

6. School Dropouts and VEPS

a. Seventy-one, 9.9% of the 716 VEPS enrollees, dropped out of school during the 1972-73 program year.

b. The VEPS dropout rate is comparable to findings of other studies of youth in this age and school year bracket even though the youth selected as VEPS enrollees generally were probable dropouts.

PART II

INTRODUCTION TO VEPS

As outlined in U.S. Department of Labor Field Memorandum 195-72* (May 12, 1972), the Department of Labor authorized a one year extension of the pilot Vocational Exploration in the Private Sector (VEPS) program; the purpose of the extension was further experimentation with program content and implementation. The second experimental year was coterminous with the 1972-73 NYC summer and in-school phases.

A. Description of the Experimental VEPS Program.

VEPS-II (as the second year of experimental implementation is hereafter identified) differed in several significant ways from VEPS-I (first-year). These differences are attributable to the experience gained in the implementation of VEPS-I. For background and comparative purposes, the description of the VEPS-I program is given below.

A.1. The VEPS-I Experimental Program. As described in Field Memorandum No. 183-71,** the VEPS-I program was designed for eleventh grade, 16 year old Neighborhood Youth Corps in-school youth who could be identified as probable dropouts. Originally, fourteen cities were targeted for VEPS programs, but four sites were unable to start programs. Two cities -- Columbus, Georgia and Portland, Oregon -- terminated VEPS-I after the summer phase. The cities that completed the program were: Columbus, Ohio; Flint, Michigan; Fort Worth, Texas; Lawrence and Haverhill, Massachusetts; Norfolk, Virginia; Pittsburgh, Pennsylvania; Salt Lake City, Utah; and San Bernardino, California. Developed by the U.S. Department of Labor and the National Alliance of Businessmen (NAB), joined by the U.S. Office of Education of HEW, the program provided career exploration and training opportunities that, hopefully, would result in reduction of high school dropouts and the flow of untrained, unskilled youth into the labor market. Primary emphasis was to be given to the development of training and career exploration opportunities in order to provide enrollees with the widest possible exposure to the world of work. Training assignments were to be related directly to the interests and capabilities of enrollees in concert with their educational goals.

The major components of VEPS were as follows:

(1) Counseling and Remediation. This component was to provide enrollees with the motivation and basic educational skills needed to

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*See Appendix B.

**See Appendix A.

function effectively in a work environment. Remedial needs were to be determined and assistance rendered. Counseling assistance was to be provided at work, in school, and at home.

(2) Orientation. This component was to provide enrollees with a basic grasp of the demands placed on the individual in the world of work, work attitudes and habits, an awareness of the participating company's business and company facilities, and an explication of the enrollees' primary objectives while in the program and the company's interest in the program.

(3) Career Exploration. This component was to provide enrollees the opportunity to broaden their perception of the panorama of jobs in the world of work, to observe others in a work environment, to discuss with permanent employees the training and education needed for job success, to understand the rewards arising from employment, and to learn of the possibilities of upward mobility in a given skill.

(4) Non-Productive On-The-Job Training. This component involved close supervision of youth enrollees as they developed work habits and basic job skills and the application of those learned skills in the actual work environment. This component was entirely non-productive on-the-job training at private sector worksites.

(5) Productive Work Experience. This program component provided actual work experience in production of marketable goods and services with wages paid entirely by the employer (see details below concerning "Employer Phase").

The first four components listed above represented program activities conducted when wages were paid to enrollees from NYC sponsor funds -- referred to hereafter as "NYC Phase." The fifth component constituted the "Employer Phase" with wages paid entirely by the private sector. The full year VEPS program had three segments (summer, first school semester, and second school semester), each of which had a "NYC Phase" and an "Employer Phase" during the weeks designated below.

Segment	NYC Phase	Employer Phase
Summer 12 weeks (39 hours per week)	Weeks 1-6	Weeks 7-12
First School Semester 19 weeks (15 hours per week)	Weeks 1-15	Weeks 16-19
Second School Semester 19 weeks (15 hours per week)	Weeks 1-10	Weeks 11-19

At the start of each segment, the enrollee was to move to a new work station at his present or another employer. At the conclusion of the program each enrollee was to have had three separate VEPS work experiences.

Youth participants in the VEPS program were to be recruited by NYC sponsors; potential enrollees were to be in-school youth at least 16 years of age who were economically disadvantaged as defined by NYC guidelines. Candidates were to be referred to special high school counselors for certification that the students would be 11th graders in September 1971 and that they were "probable dropouts."

The special high school counselors assigned to the program were funded by the U.S. Office of Education. Counselors were to be selected for their interest in aiding the disadvantaged rather than objective counseling credentials, except where State regulations or union agreements required fully credentialed counselors. They were to devote full time to the enrollee's remediation, counseling, and career exploration needs and interests. A counselor-enrollee ratio of 1:20 was to be maintained wherever possible. Counselors would contact and observe enrollees at their private sector worksites and at their schools (during school year), and would assist NYC sponsors and companies in developing and operating several program components.

Work sites for enrollees were to be identified and selected by NAB metro offices; criteria for participating private sector companies included a demonstrated interest in training and employing in-school youth, and a capability of effectively training new personnel. The program was to be designed so as to provide each enrollee three separate and distinct work experiences either within the same company or in different companies over the course of one year. As conditions for participating in the program, a company was to agree to the following:

(1) Provide, at its own cost, necessary staff, space, equipment, supplies and access to the principal worksites;

(2) Make these resources available to enrollees and high school counselors; and

(3) Absorb the salaries of enrollees when each "NYC Phase" terminated.

Additional responsibilities of private sector participants under terms of the program included: (a) identification of training and employment positions; (b) development of orientation and career exploration curricula with local NYC and school officials; (c) allocation of supervisory personnel to training and work with enrollees; (d) development of procedures governing payrolls during training periods where the employer bears the full cost of the enrollee's salary; (e) designation of a company coordinator to assist the NYC sponsor and high school counselor in developing program curriculums and schedules.

In addition to the recruitment and referral of youth function, NYC sponsors were responsible for program administration including record keeping, paying NYC wages to enrollees, maintaining liaison with company coordinators and high school counselors, working with the metro NAB youth director to provide for joint monitoring, and establishing a program review committee.

A.2. Transition to and Structure of the VEPS-II Program. Partially on the basis of a preliminary assessment paper delivered to D.O.L. on January 27, 1972, the VEPS program was authorized to continue into a second action year. This decision was in agreement with the conclusion of the CUP monitoring team that VEPS was a significant, meaningful, and successful extension of the NYC basic concept and that the program should be refined and retested in a second year.

The conclusion of the CUP monitoring team that a VEPS-II program should be continued with modifications was based upon two general categories of information: quantifiable evidence of programmatic impact as revealed in enrollee records, and the observations and opinions of program administrators. The data available at that early stage in the VEPS-I program was neither complete nor comprehensive, but the experiences in the eight intensively studied cities were sufficiently similar to isolate certain trends by January of 1972:

1. Reduced tendency to drop out from school among VEPS enrollees comparable to regular in-school NYC youth.
2. Improved academic achievement for VEPS enrollees.
3. Improved school attendance patterns.
4. Improved disciplinary status.
5. Evidence that the VEPS program had provided realistic attitude development and growth in individual responsibility.
6. Private sector skill development for youth not normally participants in work-experience programs.
7. Enthusiastic support for the VEPS program among VEPS personnel.

Implementation of the VEPS-I guidelines differed considerably among the eight cities completing the experimental program. A brief itemization of the major areas of programmatic variation is useful here in order to demonstrate the need for the guideline revisions implemented for the second VEPS program year beginning in the summer of 1972.

1. Local offices of NAB represented a broad range of effectiveness, tactics, and involvement. Generally, NAB was unable to develop work stations among larger employers. Several NAB offices provided little more than verbal support, while others invested substantial staff time and effort.

2. NYC offices, while providing the overhead and administrative services as well as referral of NYC youth as potential VEPS recruits, experienced a new dimension in youth employment activities. Cooperation with NAB and the schools was generally good.

3. VEPS-I enrollees were not limited to 16-year old rising juniors as called for in the guidelines and the potential dropout criterion was not rigorously implemented.

4. Counseling, exploration, and remediation programs varied in extent, content, design, hardware, and rapport with enrollees.

Given the experimental thrust of the VEPS-I program, these observed differences provided an opportunity to determine the impact of varying program designs and to assess comparatively the effectiveness of these designs.

In the assessment paper prepared by CUP (January 27, 1972), suggested program guidelines for the VEPS-II year were specified. With minor modifications these suggested guidelines were adopted by the Manpower Administration. It should be noted that the main thrust of VEPS-I toward reducing the dropout rate and improving the employability of youth was maintained in the revised program. Enrollees in the revised program were placed in the private sector as they were in VEPS-I.

In brief, the major changes in the revised program model are listed below. The rationale for these revisions may be found in the assessment paper dated January 27, 1972, and the guidelines themselves may be found in Field Memorandum No. 195-72 (May 12, 1972).*

1. Program administration was centralized with the NYC sponsor which employed the program team.

2. Job development was the responsibility of the program team; the assistance of NAB metro offices was sought, but sole reliance on NAB for job development was discouraged.

3. Operationalization of the "probable dropout" criterion was made more rigorous.

4. Work stations were to be sought among smaller employers since these appeared to provide more variety in work experiences and fostered closer supervision of the youth while at work.

5. Except for a 60 hour orientation program, private sector employers shared the cost of enrollee wages on a 50-50 basis with NYC, including time spent in counseling and career exploration.

6. The counseling, remediation, and career exploration component was given greater emphasis; a bi-weekly average of four hours was devoted for these purposes.

7. The counselor-enrollee ratio was increased to approximately 1:30 from 1:20.

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*See Appendix B. The guidelines and implementation model may be found in Vocational Exploration in the Private Sector: Model for Implementing the 1972-73 Guidelines. Saint Louis University: Center for Urban Programs, 1972.

Field Memorandum 195-72 specified that the nine cities that operated VEPS-I programs were authorized to continue into the VEPS-II program year; these cities were located in Regions I, III, V, VI, VIII, and IX; RMAs in these regions were authorized to offer the VEPS-II program to one additional city. In Regions II, IV, VII, and X, the RMAs were authorized to offer the program to two cities. The final selection process underwent considerable flux as the program year went by. This fluctuation was due to several factors, primarily the inability of programs to structure a delivery system that incorporated the basic program model. In addition, the uncertainty about NYC funding levels and the future of NYC generally had a dampening effect on agencies as they considered the implementation of a new program. Table II-1 provides a comprehensive overview of the operating programs as of November 30, 1972.

TABLE II-1

Comprehensive List of NYC Programs Ever Authorized to Conduct VEPS-II Programs, By Status As of November 30, 1972

Albuquerque, New Mexico	Never started a VEPS program
Buffalo, New York	Conducted a summer program only
Cleveland, Ohio	In operation
Colorado Springs, Colorado	In operation
Columbus, Ohio	In operation
Davenport, Iowa	Began operation in February, 1973
Eugene, Oregon	In operation
Flint, Michigan	In operation
Fort Worth, Texas	In operation
Georgetown, Texas	In operation
Haverhill, Massachusetts	In operation
Las Vegas, Nevada	In operation
Lawrence, Massachusetts	In operation
Leon, Iowa	Recently authorized; status unknown
Marin County, California	Never started a VEPS program
Minneapolis, Minnesota	Recently authorized out-of-school program
Newark, New Jersey	In operation
Newport News, Virginia	In operation
Norfolk, Virginia	In operation
Pittsburgh, Pennsylvania	In operation
Philadelphia, Pennsylvania	Recently authorized
Portland, Oregon	Recently authorized
Providence, Rhode Island	Recently authorized
Pueblo, Colorado	In operation
Salem, Oregon	Recently authorized
Salt Lake City, Utah	In operation
San Bernardino, California	In operation

CUP monitoring teams conducted intensive on-site studies in twelve cities operating VEPS-II programs. These cities were Flint (Michigan), Fort Worth (Texas), Pittsburgh (Pennsylvania), Salt Lake City, and San

Bernardino (all of which operated VEPS-I programs) and in Cleveland, Colorado Springs, Eugene, Georgetown, Las Vegas, Newark, and Pueblo (all of which were new to the VEPS program). In addition, technical assistance visitations at the request of regional DOL personnel were made to Minneapolis (for a NYC-II program) and Davenport, Iowa.

B. Program Objectives of VEPS.

The program objectives of the VEPS-I and VEPS-II programs are comparable to those of the regular NYC in-school program. Briefly stated, these objectives are:

(1) To provide youth with the incentive to remain in school and earn a high school diploma -- The VEPS project was designed for probable high school dropouts. The incentive to remain in school was to be provided by intensive counseling, remediation, and work experience components that would demonstrate the need for and value of education.

(2) To facilitate the smooth transition upon high school graduation into the full-time work force -- Utilizing private sector work sites with three separate work experiences, coupled with career exploration, the VEPS program sought to provide a broader and more transferable NYC work experience by using private rather than public sector work sites.

(3) To provide youth with part-time employment while in school -- A major objective of VEPS was for employers to continue employing enrollees on a full-time basis during the summer following the initial program year and on a part-time basis during the enrollees' high school senior year. Upon graduation, it was hoped that the enrollees would be employed by the participating company as a regular full-time employee or by another employer seeking labor skills possessed by the enrollees.

(4) To dramatize the need for and utility of a sound high school education for success in the world of work -- Through example, experience, and counseling it was hoped that enrollees could draw linkages between the opportunities provided in formal education with the requirements for employability in the private sector.

C. The Role of the Center for Urban Programs in VEPS.

From June 15, 1971, to December, 1972, the Center for Urban Programs (CUP) was under contract (Number 82-29-71-34) to the U.S. Department of Labor to monitor-analyze the experimental Vocational Exploration in the Private Sector (VEPS) program. Under terms of the contract CUP had the following general responsibilities:

(1) Compared and documented alternative approaches for establishing and operating the several program components.

(2) Provided periodic feedback to the Department of Labor regarding program operations and problems.

(3) Analyzed the broad first year VEPS-I experience to (a) assess whether there were outcomes which might support continuing VEPS in a second year, and (b) developed an improved VEPS design and guideline for use in Summer 1972 and thereafter.

(4) Assessed the impact of VEPS-I on the participating youth and agencies.

CUP monitored the VEPS-I program and collected enrollee impact data in eight of the nine participating cities. Periodic reports were submitted to the Division of Experimental Operations Research of the Department of Labor on September 15, October 22, and December 20, 1971. An assessment report was delivered on January 27, 1972, which contained a preliminary assessment of impact on VEPS enrollees and recommended guidelines for a second program year. A program model and guide for program implementation in 1972-73 was prepared in February, 1972, and was distributed in early May (Vocational Exploration in the Private Sector: Model for Implementing the 1972-73 Guidelines) to assist those programs beginning in the Summer, 1972 for the VEPS-II program.

Since June 1, 1972, CUP has continued its monitoring and assessment activities under terms of a grant pursuant to the provisions of Title I-B of the Economic Opportunity Act of 1964, as amended (Grant No. 42-29-72-07). CUP responsibilities under terms of the grant were both intensified and broadened. These responsibilities included:

(1) Comparison and documentation of alternative patterns of VEPS-II implementation in selected cities which had operated VEPS-I programs and four to six new VEPS-II cities;

(2) Assessment of impact of the VEPS-II program upon enrollees and agencies;

(3) Long range assessment of the impact of VEPS-I upon enrollees and comparison of vocational experiences of VEPS-I youth and control groups subsequent to their twelfth grade school year;

(4) Development of a revised program model and suggested guidelines for national implementation of VEPS should programmatic outcomes support continuation of the program; and

(5) Preparation of a conference for VEPS program personnel, employers and DOL representatives to provide information exchange and feedback for needed program revision.

Periodic progress reports were submitted to the Department of Labor regarding on-going VEPS-II operations on August 21, 1972, and on April 30, 1973. An interim report on the VEPS-I impact study was submitted on May 25, 1973. A preliminary assessment of progress and recommended guidelines for the national implementation of VEPS was submitted on May 10, 1973. The conference was held in Saint Louis on November 1-3, 1972, and the proceedings of that conference were distributed on December 10, 1972. The revised program model and guide to implementation was prepared but distribution was deferred pending Congressional action on manpower revenue sharing.

D. Research Methodology.

The contractual obligations of the Center for Urban Programs under its monitor-analysis function involved three separate, but interrelated, tasks: update and corrective-suggestive feedback to the national and regional offices of the Department of Labor as the VEPS-II program year progressed; development of an operational model including recommended guidelines and optional organizational arrangements preparatory to national implementation; and assessment of the impact of VEPS-II upon enrollees and operating programs. The data and information for these three purposes involved a mixture of three methodological approaches; since the monitor-analysis function does not incorporate programmatic evaluation, the utilization of impressionistic and observational information is more extensively involved than would ordinarily be expected. Since the nature of the questions to be answered dictated the specific mix of methodologies, multiple approaches were utilized, not all of which involved quantitative techniques. Wherever possible, quantifiable information was gathered, but in terms of the feedback and model construction activities, the use of quantified data was supplementary to observational, attitudinal, and impressionistic information.

To meet these diverse tasks, four data sources provided the bulk of the required information to formulate the model, structure recommended guidelines, prepare progress reports, and assess impact upon VEPS enrollees: on-site observation including work station visits; personal interviews with program personnel, enrollees, and private sector employers; NYC data forms; and academic records of enrollees.

(1) On-Site Observation -- Observational methodology permitted development of the basic orientation to the VEPS program as it operated in each particularized situation and provided a "feel" for the local setting in which to assess impact data. While in many ways intangible and non-quantifiable, observation was the only efficient and economical tool to monitor program components and to construct an operational map for the required model.

Of those cities authorized to conduct VEPS-II programs by November 30, 1972, seventeen operated year long experiments; these cities are Cleveland, Colorado Springs, Columbus, Eugene, Flint, Fort Worth, Georgetown, Haverhill, Las Vegas, Lawrence, Newark, Newport News, Norfolk, Pittsburgh, Pueblo, Salt Lake City, and San Bernardino. One city, Buffalo, ran a summer only program. At least one field visit was conducted to each of these cities, regardless of whether they were chosen for inclusion in the monitoring effort. Site visits were facilitated due to close geographical proximity and did not require excessive travel and time allocations for CUP staff. In addition site visits were made to Albuquerque, Minneapolis, and Davenport. In the final selection process, cities were chosen for intensive monitoring and assessment on the basis of several criteria: unusual organizational structures, number of planned enrollees, number of participating private sector companies, size of the city, evidence of unusual interagency interaction, the demographic/economic profile of the city, and impressions gained from initial visitations to all cities. Ultimately, five cities which had conducted VEPS-I programs were selected (Fort Worth, Salt Lake City, Flint, Pittsburgh, and San Bernardino) and six cities which had conducted VEPS-II programs only (Georgetown, Colorado Springs, Cleveland, Eugene, Las Vegas, and Pueblo). Georgetown and Eugene were chosen specifically due to their rural character and broad geographic area.

The national office of the Department of Labor was provided with site visitation schedules to keep them abreast of the field operations. At the outset contact was usually initiated with the field representative of the Department of Labor for the city concerned. Subsequently, field visits were arranged through VEPS program personnel. Telephone communication was universally employed to arrange field visits. Normally, each field visit was undertaken by a two man team and its usual duration was two to three work days, although the length of the visit depended upon the information needs at the time.

Over the course of the program, five field visits were scheduled to each of the participating cities. In certain instances additional site visits were made in order to collect additional information, or at the request of the Labor Department or program personnel. In some cases fewer than five visits were made.

The field visits were planned as follows:

June-July, 1972 -- Initial site visits to those cities who had begun VEPS-II to develop a contact system, introduce the monitoring team, gather preliminary information, and select cities for intensive study.

October-November, 1972 -- The second visit was to monitor the transition from the summer to the first semester in-school phase and the beginning of the career exploration component and to gather data to make a preliminary assessment of impact trends.

February-March, 1973 -- The third visit was to document in-school procedures and operations and gather all required information not previously ascertained to assist in the development of the program model and monitor the transition to the second semester.

May-June, 1973 -- The fourth visit was to monitor second semester activities and to establish reporting systems for the impact analysis at the conclusion of the second semester.

June-July, 1973 -- The final field visit was to amplify or clarify all prior information on enrollees, gather academic impact data, and determine the disposition of the enrollee following the program year.

The format for the field visits was fairly standard throughout the monitoring effort. A general session with all interested parties was held at the outset of each visit. At this session organizational arrangements and administrative procedures were discussed and documented; problems of implementation were discussed and remedial steps were suggested. The monitoring team then discussed individual program components with the person most directly involved--job development with the VEPS-II job developer;

administration with the project coordinator; counseling and career exploration with the counseling staff; etc. Lists of enrollees were obtained, and pertinent information on each was then gathered. Arrangements were also made for the collection of academic data on the enrollees. Once discussions and information needs were completed, the monitoring team then undertook to make a number of work station visits to talk with youth and employers; occasionally, double duty was attained by having the monitoring team split, each monitor going with one counselor to a number of job sites.

(2) Personal Interviews -- The interview situation should be interpreted broadly. Primarily the format was informal discussion with largely unstructured interview schedules. A checklist of questions to be asked to meet the various informational requirements was used on the field visits. The monitoring team found it necessary at times to emphasize that their role was not one of evaluation but of monitoring, that interest in failures or mistakes was due to a desire to prevent such occurrences in other cities and to note them in the implementation model. Discussions with youth and employers were undertaken at the work station, and their views and ideas were solicited. In effect, the monitoring team attempted to open dialogues with program personnel, youth, and employers in order to gain an accurate impression of programmatic activities and potential. No structured interview sessions were used, although the same topics were covered. Such sessions were valuable in providing anecdotal information and in enriching the perspective of the monitoring team for the task of model building.

(3) NYC Data Forms -- The primary source for enrollee demographic information was the NYC-16 intake form. Such forms were gathered from operating programs for every youth who was enrolled in VEPS. Changes in the reporting forms for NYC (from a NYC-16 to a MA-101 or other form) seriously complicated the collection of needed demographic data in a number of cities. Since enrollees did not, at the time of registration, provide comparable information to that of the VEPS-I enrollees, it became necessary for CUP monitoring teams to devise other routines for gaining this information. Usually the counselor was asked to obtain this information, and CUP provided a listing of data needs on each enrollee using the NYC-16 form as a model. While staff in most cities cooperated with this effort, inevitably some youth (especially those who terminated the program) were overlooked and no data was obtained; in other cities, VEPS staff did not respond to the request for this help in data collection, and CUP teams then examined individual enrollee records to extract whatever information could be obtained. Despite the best efforts of CUP monitoring teams, sizable data gaps appear in the demographic analysis which follows. Termination data (occasionally the use of MA-102 forms) was usually obtained from the VEPS counselors. Normal procedure called for a review of the list of enrollees in order to determine the place of employment, the types of experiences received, termination reasons, and such other information as might bear upon the youth's performance in the VEPS program. The monitoring team in most cases experienced no difficulty in obtaining information from program personnel.

(4) Academic Indicators -- Early in the visitation schedule, the monitoring team requested academic attendance and grade performance indicators for the year preceding the VEPS-II year for each of the enrollees. This data was to serve as baseline information for an assessment of impact. Generally, VEPS personnel provided this information with little hesitance, but in several

cases this information was never obtained or required repeated requests. The problem was minimized where school systems were the NYC sponsors, but where NYC was sponsored by the CAP agency or the city, occasional questions were raised as to confidentiality and access. In some cases, no academic data was released to the CUP teams.

Early in the monitoring effort, the decision was reached not to conduct any universe-wide structured interviews with enrollees. A number of factors were involved in this decision. First, approval of the Office of Management and Budget constituted a restricting time factor. Second, prior experience with such interviews had generally questioned both reliability and validity. Third, the types of information sought (largely attitudinal change factors) were extremely difficult to isolate and even more difficult to scale for the instrumentation. Given these problems, the monitoring team decided to rely on counselors' observations and statements by employers buttressed by change in academic indicators.

Interim reports to the Department of Labor included general observations for all participating cities organized by topical area, summaries of programmatic operations in individual cities, and copies of field notes written by the monitoring teams. Additional information in the way of forms, curriculum outlines, work station and job descriptions were included with the field notes. The progress reports and the supplemental information provided the base for the preparation of the model and recommended guidelines for continuation of the program. The initial assessment of program trends was based on preliminary evidence from academic indicators and other data obtained through field visits.

NYC-16 data, academic indicators, employment data, work experience and other information including final disposition and reasons for termination were coded and transferred to punch cards. These data were run on a CDC 3300 using two canned programs: DATA SORT for the preparation of marginal frequencies and data "clean-up" and NUCROS for the preparation of cross tabulations and statistical routines. Work experience code descriptions were taken from the Alphabetical Index of Industries and Occupations -- 1970 Census of Population (Bureau of the Census, U.S. Deparment of Commerce, 1971). Academic performance and attendance data for enrollees was standardized to fit a 4.0 grade point scale and to fit equivalent school days absent.

E. Preliminary Assessment of VEPS-II and Recommendations for National Implementation.

CUP staff prepared a preliminary assessment of VEPS-II program operations for the Department of Labor, which was delivered on May 10, 1973. This report contained an overview of the impact of VEPS-I, the preliminary findings on VEPS-II, an assessment of the impact of guideline changes in VEPS-II, and recommendations for national implementation of the VEPS program. Partly on the basis of that report, the Department of Labor issued Field Memorandum 255-73 (August 24, 1973)* authorizing placement of both in-school and out-of-school NYC youth in private sector worksites. This authorization was based on Manpower Administration Order 8-73 and involved amendment of the Code of Federal Regulations. However, decision on these amendments was precluded by Congressional action on the Comprehensive Employment and Training Act of 1973, and the VEPS authorization was held in abeyance.

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*See Appendix C.

The assessment paper did not discern any marked variation in impact on enrollees from the VEPS-I program, although the data were preliminary and sketchy. For national implementation, however, several marked changes from VEPS-II were recommended. These recommendations were summarized under seven topical headings dealing with the substantive changes that had been made in moving from VEPS-I to VEPS-II.

The following discussion itemized these seven major guideline changes. Each item is followed by observations on their implementation during VEPS-II and suggestions for modification in a nationally authorized program.

1. Program administration was centralized with the NYC sponsor which employed the program team. The original concept had relied on a high degree of cooperation and integration among the participating groups. In most cities, the desired cooperation did not develop and, in some areas, competition between agencies hampered the program. Concentration of administrative functions with the NYC sponsor and the assignment of a program team to handle VEPS was aimed at giving proper responsibility to the group with the most experience in working with NYC enrollees. The program team concept is flexible, depending on local conditions.

VEPS programs outside larger urban areas usually provided one staff person who was responsible for all phases of the program. In some cases, NYC counselors merely assumed the additional duties of operating VEPS. Only the larger programs employed a staff of several persons; however, even where several staff people were available, they usually did not specialize in a VEPS component, such as job development or vocational exploration.

There were several reasons why so little specialization took place. First, counselors who worked with all aspects of the program felt more confident about placing students. They knew the students and their limitations and were familiar with the employer's expectations. Second, counselors who actually developed the training stations felt they had better access to the work site in order to make counseling contacts. Third, the VEPS programs were limited in enrollee size and consequently the staffs were never larger than six. It may be that significantly larger staffs would result in the need for more specialization.

Funding a program team presented problems in the second year. Cities funded VEPS counselors using carry-over Office of Education funds from VEPS-I, small supplemental grants from the Department of Labor, regular NYC allocations and outside sources such as the Public Employment Program. Several programs operating VEPS attempted to obtain funding from general revenue-sharing through the appropriate Mayor or other local elected official. The need for counselors who provide the program services is obvious. Many of their functions such as job development could not be delegated to other groups without eliminating the program as it has operated for two years.

2. Job development was the responsibility of the program team; the assistance of the NAB metro office and other groups was to be sought. In most VEPS-I cities, NAB did little to promote private sector participation in the program. Where NAB did work for VEPS, lack of staff and an emphasis on working with large employers reduced their job development effectiveness. With job development primarily assigned to the program team, NAB and other groups could be used to provide publicity for VEPS and for initial access to employers.

The formal change in the job development function for VEPS-II reduced the uncertainty that surrounded the first year of VEPS. The counselors knew from the start that they would be developing the training sites for the enrollees. This approach worked well in almost all cities. The advantages in terms of knowing employer expectations, working conditions, and establishing rapport for later access in the counseling program were mentioned above.

The counselors generally responded well to the challenge of obtaining training positions in the private sector. As in the first year, most of the counselors had previously worked only with public sector employers in the NYC program. In most instances, the counselors felt that developing jobs in the private sector was more demanding than placing NYC enrollees. However, other factors, such as the requirement that the private sector employers pay a portion of the wages, hampered VEPS job development compared to NYC.

CUP recommended that job development continue to be a function of the counselors working in VEPS.

3. Operationalization of the "probable dropout" criterion was made more rigorous. In some programs, the only criterion utilized was that of the OEO poverty guidelines; no real effort was made to select "probable dropouts" by specific criteria, such as academic achievement, attendance, disciplinary actions, and so forth. In some programs, there was deliberate avoidance of enrollees with serious academic or personal problems (in effect, "creaming" enrollees) to assure programmatic success. Since the counseling component had the potential to reach youth with serious problems (and to ensure proper evaluation of the program in this respect), CUP recommended that a definite and concerted effort to recruit such enrollees be made.

Almost all programs in the second year made some attempt to include "probable dropouts." The selection criteria varied widely but usually included as a minimum some recommendation by summer NYC counselors. Few cities made selections based on extremely rigorous criteria in any organized manner. But, the enrollees participating in VEPS are not usually enrolled in a regular school program in either vocational education or career development; thus a clientele group having a vocational education need was reached.

CUP recommended that programs be urged to continue to select students who are not now participating in school programs in vocational or career education. Generally, efforts should be made to work with students who are not doing superior academic work. By so doing the program maximized the benefits from the VEPS counselors and the relatively low enrollee-to-counselor ratio.

Insofar as out-of-school NYC enrollees are concerned, if VEPS is adapted to out-of-school programs, the probable dropout criterion will already have been met. In general, the recommendation was for eligibility to be based on the needs of the enrollees and the benefits each would obtain.

The experience in the first year of VEPS was that students who were failing all their subjects were generally poor risks for VEPS. In other words, they were too far behind their classmates in school and had been away from the classroom setting too often to be motivated toward school attendance by just obtaining a job.

Due to state and Federal labor legislation and typical insurance provisions, VEPS enrollees should be at least 16 years old. Whether to select Juniors or Seniors has been the subject of considerable debate by program sponsors. One side suggests that Seniors who have a part-time job are in a better position to obtain full-time employment after high school graduation. The other side suggests that Seniors are not very likely to be "probable dropouts" and that efforts should be directed to working with Juniors or even Sophomores who are behind their peers in school credits. CUP believes that both these positions have merit and that the program goals of dropout prevention and transition to full-time employment are not entirely compatible.

CUP recommended that the decision on enrolling juniors or seniors be decided by program sponsors. This procedure would allow variations depending on the local labor market and school programming. As noted above, the selection of "probable dropouts" is more difficult. It was recommended that programs weigh the student's academic and personal problems in selecting students who would benefit from VEPS.

4. Work stations were to be sought among smaller employers. It was the observation of the CUP monitoring teams that VEPS programs were more successful when they utilized smaller employers who would provide a wider range of job experiences, closer supervision of the enrollees, and greater interpersonal contact. In many cases, the owner of the establishment actually provided the supervision and took a personal interest in the enrollees.

The variety of work experiences was felt to be of prime importance in broadening the enrollees' limited knowledge of opportunities for employment upon completion of high school. It was noted that many of the target population had no experience on which to base a career selection.

Also of interest, small employers were more receptive to the program than larger employers who envisioned VEPS as requiring excessive "red tape." Union restrictions also hampered the placement of enrollees with some larger employers.

CUP recommended that programs continue to develop training positions with smaller employers. However, job developers should select only those employers who are willing to devote the necessary time to training and supervising the student. Additionally, participating employers should permit enrollees to learn a range of activities even if they are in one position during their program experience.

5. Except for the first sixty hours devoted to orientation and beginning vocational exploration, private sector employers shared the cost of enrollee wages on a fifty-fifty basis with NYC. This change eliminated the difficulties generated under VEPS-I guidelines which called for cost-sharing based on various phases of each of three segments that made up VEPS-I. The phasing procedure was found inoperable in many situations due to the late start, and too confusing in areas which attempted to follow guidelines closely. Many first year programs turned to a constant percentage sharing (about sixty percent NYC and forty percent private sector) which was maintained throughout the pilot year.

In recognition of the fact that enrollees would be engaged in some productive work as their training progressed, CUP recommended a fifty-fifty cost ratio for all hours once the youth was placed on the job site after the sixty hour orientation. This split also recognized that the youth would have a disproportionate incidence of problems and would require an increased supervisory load for the employer. Employers would also share the cost of the four hour average bi-weekly counseling sessions when the enrollee would not be at the job site.

The cost sharing feature has been the key to obtaining private sector participation in VEPS. This incentive is essential since school programs have a number of students, many with specific training who are doing well academically that they are trying to place in part-time employment. Employers pay the student's wages, but there are no program limits on the work he can perform. Therefore, cost-sharing has been an incentive which provided access to training for VEPS enrollees who are students outside the school's regular programs, with limited skills, and mediocre academic records.

CUP recommended that the cost-sharing be retained on the same basis, fifty percent employer and fifty percent program. While it may be possible to operate a program similar to VEPS with employers paying all enrollee wages and the program only providing counselors, the success of such a limited program would depend largely on the type of students selected. VEPS program experience suggests that placements could be made, but that employers would be less willing to work with any enrollee problems before terminating them. If students without problems were selected, the program could make more placements, but the program concept would have been significantly altered. Therefore, the cost sharing arrangements should be included if at all possible.

6. The counseling, remediation and career exploration component was given greater emphasis. This component further differentiated VEPS from other youth training programs and was the area in which the program had great potential for benefiting the target population of probable dropouts. This type of enrollee was shown to have little access to and little success in work experience programs lacking a strong counseling component. The vocational exploration sessions coupled with the work training provided the impetus for the probable dropout to reconsider the value of school and academic training.

VEPS-II programs maintained a high level of counseling contacts. Remediation was handled on an individual basis in most areas. The implementation of career exploration continued to vary considerably between cities.

CUP recommended that these three areas continue to receive their present emphasis. Career exploration should be stressed using either special meetings or by enrolling the youth in appropriate school classes. The actual methods for achieving the emphasis should be left up to the local program sponsor.

One aspect of career exploration that needed further attention was the requirement in the first two program years that VEPS enrollees move to different job assignments either in the same companies or different companies. CUP recommended that this formal requirement be eliminated. This recommendation is based on several factors. First, the smaller owner managed employers that have been receptive to VEPS and provided close enrollee supervision and support often do not have many distinct job positions or titles. Second, enrollees are involved in various tasks and work experiences even if they are only in one position. For example, the duties of an office assistant in an insurance brokers office might include filing, typing, answering the phone, posting billings, typing policies, verifying statements and other office chores. Thus, the exposure to the actual world of work offered by one position can be quite broad. Third, enrollees who like what they are learning should not be forced to accept another position just to satisfy a program guideline. Finally, although sponsors in the first year did not usually require that enrollees move to new training positions, slightly under half (46.7%) of the enrollees were placed in at least two positions during the first program year.

7. The counselor-enrollee ratio was increased to 1:30 from 1:20. Experience with VEPS-I indicated that even with the responsibilities required for VEPS, an experienced full-time counselor can adequately carry a counseling load of thirty to forty enrollees. This guideline reduced the administrative cost factor, but due to limited DOL funding many programs still had problems maintaining an adequate staff.

This guideline change was followed in VEPS-II programs. Counselors generally believe that thirty to forty enrollees would be a maximum in a program which provides the counseling and supportive services called for in the VEPS design. No firm ratio can ever be "correct" for all situations. However, unless the enrollees are substantially different from those enrolled during the first two years, counselors would probably not be able to work with more than forty youth. Even this number would require a certain amount of phasing-in during job development and placement.

F. Postscript: VEPS and the Comprehensive Employment and Training Act

In anticipation of national implementation of the VEPS program, guidelines based on CUP recommendations were prepared in Field Memorandum 255-73, but VEPS also required major modifications in the Code of Federal Regulations. These changes were under consideration simultaneously with Congressional debate on the President's proposed manpower revenue sharing package. Due to the apparent imminence of passage, action on the Code changes was delayed pending final Congressional disposition.

The suggested guidelines (Field Memorandum 255-73) reflected two basic themes. First, the guidelines imposed were minimal. This reflected the decentralization effort of the Department of Labor and provided the regional offices with substantial discretion in what additional guidelines would be operable in the region. Second, the Field Memorandum incorporated a substantial adoption of the basic recommendations made by CUP. Cost sharing was maintained; de-emphasis on probable dropouts was adopted; counseling and career exploration packages were encouraged; and cooperation among the schools, the National Alliance of Businessmen, and NYC programs was to be encouraged.

The major amplification on the CUP recommendations occurred in two categories. First, cost sharing was based on the wages received by the enrollee; thus, if an enrollee were to earn more than the minimum wage, NYC would share that cost and not $0.80 per hour. Second, greater emphasis was given to rotation in work experiences. After 500 hours at a worksite, the enrollee was to be rotated to another work training experience. After 1000 hours with one employer, the enrollee must be either picked up entirely by the employer or be placed with another employer.

These proposed guidelines for national implementation of VEPS reflected a basic thrust of the program--a flexible structure designed to give maximum latitude to operating personnel in meeting the work training needs of NYC enrollees. The ultimate success of an individual program depends on the calibre and dedication of NYC staffs entirely; programmatic guidelines were designed deliberately for minimal restraint on the ability of program personnel to respond to individual places and enrollees. It was hoped that this thrust of adaptability and flexibility would be maintained in any future VEPS program.

In late 1973, Congress enacted the Comprehensive Employment and Training Act. Guidelines for implementing CETA appeared in the Federal Register on Tuesday, March 19, 1974 (Volume 39, Number 54). Specific provisions within these regulations appear to exclude the possibility of implementing a VEPS-type program. Section 95.33 (d) 2 (ii) reads in part: "Direct subsidization of wages for participants employed by private employers organized for profit is not an allowable expenditure." This prohibition relates to on-the-job training. In Section 95.33 (d) 3 (ii) relating to work experience, the following is applicable: "Work experience in the private for profit sector is prohibited."

While the possibility remains that changes may be made in the regulations to permit VEPS operations, at present VEPS as presently constituted does not appear to be an option open to youth work experience programs. Prime sponsors might, however, explore the possibilities of implementing a VEPS program under on-the-job-training provisions.

PART III

ASSESSMENT OF PROGRAM OPERATIONS AND ADMINISTRATION

The second year VEPS program expanded the number of cities participating in the experimental area of NYC enrollee placement in the private sector. The principle program features retained from the first year guidelines were the use of private sector worksites for training stations and the selection of enrollees who were probable high school dropouts. The major changes from VEPS-I were that NYC would be the sole program sponsor, that there would be an equal cost-sharing split between employers and NYC for all enrollee wages after any pre-job orientation program, and that the responsibility for job development would be assigned to the VEPS-II program team. Since Department of Labor regional offices were given a great deal of discretion in working with local VEPS sponsors to initiate VEPS-II or smooth the transition from VEPS-I to VEPS-II, each participating program sponsor modified some of the less important aspects of the program guidelines. Generally, this flexibility allowed the program guidelines to be applicable in a wide range of situations from large metropolitan areas to clusters of rural counties.

A total of twenty cities operated some portion of the VEPS-II program. This number includes Buffalo, New York, which only operated a summer component, and Minneapolis, Minnesota which began an out-of-school VEPS program in early 1973. Other cities were authorized to implement a VEPS-II program, but never followed through. In some cases their decision was influenced by the freeze placed on manpower programs in late 1972.

Although all nine first year VEPS programs continued into VEPS-II, several did so without a strong commitment to upgrading the program operation. Others made a more concerted effort to strengthen weak components and, in some cases, expand the number of enrollees. All first year cities found that the lack of Office of Education funding for counselors was a major problem.

With the exception of Cleveland and Newark, the eleven new cities which participated in VEPS-II were medium to small in size. Programs in Georgetown, Texas and Eugene, Oregon covered a multi-county area and were essentially rural in character. There was a wide diversity in population size and make-up of the VEPS-II cities, and as with VEPS-I, all sections of the country were represented.

The diversity represented by the VEPS-II program cities was matched by the diversity in the programs developed by the twenty sponsors. The flexibility of the experimental program structure resulted in wide variation in program operation. Differences were apparent in all phases of VEPS-II operations. The generalizations made in the following comparisons of the implementation of the VEPS-II program elements must be interpreted in light of the diverse nature of local project implementation.

Site visits to all VEPS-II cities were conducted by CUP monitoring teams at some time during the program year. However, only eleven cities were subject to intensive study. These cities were selected in consultation with the Manpower Administration based on two factors: (1) potential for the program operation, structure, or other unusual administrative arrangements for yielding useful information on desirable program changes, and (2) ease of gathering data on enrollees. The discussion and analysis of each of the program components is based primarily on field observations and interviews in the eleven intensive study cities.

The main VEPS-II program components and selected topics within each are as follows:

Administration and Staffing

- NYC as the VEPS-II program sponsor.
- Arrangements for staffing the VEPS program team.
- Enrollee payroll procedures--the VEPS cost-sharing feature.

Enrollee Selection

- Determining probable high school dropouts.
- Carryover of enrollees from VEPS-I.
- Using school records and counselors.

Job Development

- VEPS program team as job developers.
- Cost sharing as an incentive to recruit employers.
- VEPS as a work experience/training program.
- Types and sizes of employers.
- Job training positions.

Pre-Job Orientation

- Orientation programs offered.
- Use of material contained in VEPS Model.
- Coordination with job development and placement.

On-Going Counseling

- Enrollee problems--on-the-job, academic and family.
- Procedures for regular on-going counseling.
- Enrollee to counselor ratio.

Career Exploration

- Types of career exploration programs.
- Mechanisms for implementing the sessions.

A. Administration and Staffing

A major change in the VEPS-II guidelines gave the NYC programs sole responsibility for program administration. Since most first year programs were operated by school system sponsored NYC programs, this change merely formalized what had generally existed. Also, by eliminating the dependency of NYC on NAB for job development, duties were to be performed by the NYC program. In cities where NYC was not school sponsored, the confusion over coordination and cooperation among the school system, NYC and NAB was eliminated. Non school sponsored NYC programs, such as Newark and Colorado Springs, knew and were able to plan for the total program responsibility: staff, enrollee recruitment, job development and counseling. It was the clear task of NYC to develop the necessary cooperation with groups such as the schools and NAB. In other cities where the school system sponsored the NYC program (such as Eugene and Flint), little change could be noted from the procedures generally followed during VEPS-I. School sponsorship of NYC ensured the necessary cooperation and access for the VEPS staff.

One factor which made the implementation of VEPS-II more difficult was the lack of supplementary funding for counselors which had been provided by the Office of Education during the first year program. Several approaches were used by cities to overcome this obstacle. Some VEPS-I cities were authorized to use carryover monies from the first year Office of Education funds. Others received additional funding from the Department of Labor in an amount generally sufficient to pay for the addition of a program coordinator. Several cities used Emergency Employment Act or P.E.P. funds to pay for counselors in the VEPS-II program. While these arrangements were not as long as the first year funding pattern, the cities seemed to work out something that met their needs. In several cases, the extra effort strengthened the commitment to make the program succeed as it became an integral part of NYC rather than just a special program.

The NYC share of enrollee wages was to be paid out of the regular NYC funding. Since the NYC cost sharing with employers for enrollee wages was based on each paying fifty percent after the initial orientation, this feature worked to the advantage of VEPS programs. Except for paying all the wages for a maximum of sixty hours for pre-job orientation, NYC programs could pay the wages of one and one-half times as many VEPS enrollees as regular in-school NYC enrollees, because VEPS enrollees worked fifteen hours per week during the school year while NYC enrollees were limited to ten.

As with the VEPS-I experience, there was a tendency for cities to overestimate their ability to enroll and place youth in VEPS. This appears to be primarily the result of the added time necessary to develop jobs and explain adequately the VEPS concept to private sector employers. Although several procedures, such as payroll and cost sharing were simplified in VEPS-II, the program still required a complete and detailed explanation. Discussing a new program with employers who might take one or two students is more time consuming than finding work slots in the public sector (at no cost to the agency) for an established program like NYC.

The 1972-73 VEPS guidelines suggested utilization of a three person VEPS program team consisting of a counselor, vocational specialist and a job developer-counselor. This proved to be one of the more unworkable elements in the second year program. The problem was one of VEPS program size. It had been estimated that a program team of three could work with eighty to one hundred enrollees, an enrollee-to-counselor ratio of approximately 1:30. However, few VEPS programs planned to have one hundred enrollees. Those that enrolled that number generally felt that the counselors should be active in job development and vocational exploration for an assigned number of enrollees. As a result, very little division of effort and specialization took place during VEPS-II. Given the necessity of developing rapport between the enrollee and the counselor and the counselor and the employer, attempts at specialization might better be confined to the vocational and career exploration component.

Several administrative and operational arrangements were common in the second year of VEPS. The most common staffing pattern was to have several counselors (not necessarily certified by school systems) who each carried out the duties of job developer and counselor. A second pattern which was used mainly in smaller VEPS programs was to employ one person to handle all phases of the VEPS program. The third technique which was generally employed in geographically dispersed areas was to assign VEPS enrollees as part of the in-school NYC counselors work load. Each of these systems was based primarily on local circumstances, and none created any particular difficulty given situational constraints.

The role of the school system in cooperating with programs designed for in-school youth continued to present problems in VEPS. Although the number of cases is not large, school systems which were not NYC sponsors, especially in larger cities, were not eager to cooperate with VEPS personnel. This hesitance was usually associated with past experiences with the local NYC programs. In spite of the link between failure to cooperate with VEPS and past NYC program efforts, it is also clear that the school systems felt threatened by VEPS as a possible competitor for work stations. The desire to avoid or minimize the fear of competition was also present in some school systems which sponsored the NYC program.

Generally, some degree of cooperation with the schools was worked out with a minimum of difficulty. Certainly not all school systems were unhappy with a program that was providng work experience, training, career exploration and counseling to some of their students. Where requested, programs usually obtained access to grade and attendance records and high school counselors as well as cooperation on course scheduling, early school release and, often, academic credit for the VEPS work experience. However, Newark was one case where several meetings between the VEPS coordinator and school officials failed to produce any cooperation.

The staffing of VEPS varied depending on the NYC sponsor. School system sponsored NYC's generally required counselors to be certified or at least that the program coordinator be certified. This requirement was frequently based on state regulations. In cities where NYC was sponsored by the OEO-CAP agency or the city, the VEPS counselors were hired from among the counselors used in other youth and manpower programs. In both cases, the NYC director was usually aware of a number of persons who were qualified to work as counselors in VEPS.

Since the job development phase of the program was clearly identified as a VEPS responsibility from the beginning, the cases of counselors being disappointed with their role as job developer were reduced to only a few. These instances generally resulted from the difficulty of developing part-time training positions for youth in the private sector. Most of the counselors worked well with the flexibility in VEPS.

A major change in the allowable payroll procedures simplified administration of the NYC-employer enrollee wage cost sharing. During VEPS-I a complex switching back and forth between NYC and employer payrolls proved so universally complicated that the guideline was overlooked. In VEPS-II enrollee wages could be shared continuously throughout the program, with NYC and employers each paying 50%. The only exception was that NYC would pay the entire enrollee wage for a maximum sixty hours orientation before the enrollee began at his training site. This guideline change facilitated the explanation of VEPS and facilitated the job development effort.

The actual mechanics of payroll generally involved NYC producing the payroll checks and billing the employers for their fifty percent share. Most participating companies favored this method. In some instances employers paid all the wages and NYC reimbursed them for their share, while in others enrollees received two checks. Several programs had difficulty in working the VEPS payroll into their accounting systems and others had questions about fringe benefits, but these were resolved after only short delays.

B. Enrollee Selection

The selection of VEPS-II enrollees encountered the same kinds of problems that first year programs experienced. There were several complicating factors. VEPS-II enrollees were to be NYC eligible youth who were at least 16 years of age. The requirement that enrollees be "probable dropouts" was retained from the first year and expanded in detail. After consultation with the schools NYC enrollees were to be ranked according to school problems such as grades, attendance and reading difficulty. Programs were to select those students with the highest incidence of problems after permitting some flexibility to reflect personal and family problems. The VEPS-I requirement that students be entering their junior year in the Fall was dropped.

Several factors prevented the probable dropout feature from being fully implemented. First, both new programs and second year programs were generally reluctant to aggressively recruit youth with severe problems. The results of the first year program indicated that success with youth who for all practical purposes had dropped out of school (e.g., were not attending classes or were failing all subjects) was limited. Therefore, some discretion in selection proved desirable. Second, the guidelines provided that enrollees who had participated in the 1971-72 (first year) VEPS program could be re-enrolled in VEPS-II. All the first year programs re-enrolled a number of students. Since many of these students had not been selected as probable dropouts in any rigorous manner, they were re-enrolled without meeting the new procedures. Third, the necessary school records and access to high school counselors are often not available during the summer months. As many programs began in July and August, they were precluded from obtaining the information to base selection on academic indicators.

The comparisons between cities made throughout this report must take into account the differing selection process which produced enrollees who, while meeting the NYC family income requirements and the 16 year old age minimum, were not the same academically. The outcome of differing selection techniques in the study cities is apparent in the following table which shows the mean grade point average and number of school days missed for the 1971-72 school year. For VEPS-I cities the data for the previous year is also included.

Table 1

PRE-PROGRAM GRADES AND ATTENDANCE

CITY	1971-72 MEAN GPA	 MEAN DAYS ABSENT	1970-71 MEAN GPA	 MEAN DAYS ABSENT
Cleveland, Ohio	1.62	27		
Col. Springs, Col.	2.34	8		
Flint, Michigan	1.64	28	1.74	26
Fort Worth, Texas	2.24	24	2.17	18
Georgetown, Texas	1.84	18		
Las Vegas, Nevada	2.73	18		
Pittsburgh, Pa.	1.39	35	1.07	57
Pueblo, Colorado	1.87	18		
Salt Lake City, Utah	2.19	24	1.96	26
San Bernardino, Cal.	2.31	11	2.41	18

These figures must be considered when interpreting program impact on such factors as academic performance, VEPS program terminations and number of high school dropouts. While few programs appear to have "creamed" enrollees, some had enrollees whose academic problems were not severe, based on available academic criteria. Also, interpretations of impact must take into account that expectations of success tend to be quite optimistic as the program begins. Students with all ranges of grade point averages were generally believed to be able to improve substantially.

The range of grade points and absences for the cities tends to mask the essential characteristic of VEPS enrollees. They were seldom in the school's regular programs of work experience or vocational training. In school work experience programs the employer pays one hundred percent of the enrollee wages. As a result school program personnel and employers generally eliminate "problem" youth to maximize employer acceptance and minimize on-the-job problems. This is done in part because work experience counselors have student loads that they could not service properly if they were constantly faced with problems. Another factor is that school training programs for some occupations are very limited and only the better students are permitted to enroll. Therefore, VEPS represented the only opportunity for many youth to obtain training and work experience in the private sector.

The number of problems that VEPS enrollees confront are indicated by reference to some socio-economic and family characteristics. Fifty-eight percent (351) of the VEPS enrollees lived with only one parent or a guardian. Forty-eight percent (317) were in families receiving welfare assistance. In seventy-one percent (395) of the cases the head of the household was unemployed or worked less than 35 hours per week. These indicators together with the academic records of the enrollees provide reasonable evidence that programs were enrolling youth with problems that might lead to dropping out of school.

In summary most cities did not precisely follow the guidelines regarding the selection of probable dropouts. However, although academic indicators show a broad range among cities, the VEPS programs did enroll youth who would typically not be eligible for the school's usual work experience programs. Students in five out of ten cities had aggregate mean grade point averages below a C.

C. Job Development

The change in VEPS-II guidelines which gave VEPS programs the sole responsibility for job development improved this phase considerably. Even new programs were generally more successful than programs operating the VEPS-I experiment. A considerable portion of this success can be attributed to the initial planning to undertake this element and staffing the program to meet this need.

Coordination with other groups such as NAB, Chambers of Commerce and the local employment service offices was stressed in the guidelines. Although these efforts were made in most cities, the programs did not appear to derive major benefits from outside groups. Due to factors such as short lead time and the fact that VEPS was a relatively small experimental program, it was difficult to mobilize any meaningful amount of support from other groups.

VEPS program teams were encouraged to continue the successful thrust of VEPS-I among smaller employers. The experience in the second year of VEPS continued to demonstrate that these employers are most readily recruited for program participation by personalized and individual contact. This means that more time is spent developing training positions, but also promotes the essential rapport between counselor and employer for the ongoing counseling phase of the program.

An additional factor which simplified job development in the cities that had conducted VEPS-I was the carryover of employers. The uncertainty surrounding the future of VEPS during June, 1972, did not cause employers to drop the program. Instead, many participated and expanded the available training slots during VEPS-II.

The carryover of employers into the second program year had two negative aspects. First, some programs had planned throughout the first year to improve some of their training stations. With the natural press for enrollee job openings at the start of the VEPS-II the idea was abandoned in many cases. This served to minimize the start-up time for a share of the total openings in a city. A second and possibly less desirable result was that carryover employers often wanted to retain the youth who had been employed the first year. As a consequence some youth were re-enrolled into VEPS-II, but did not change employers nor necessarily rotate to new job assignments. This partially defeated the concept of VEPS as purely a vocational exploration program, but was generally permitted because VEPS was an experimental program.

While noting that in some instances the failure to alter the job site for re-enrollees was probably detrimental, CUP believes that the flexible combination of work experience, counseling and on-the-job training was generally beneficial in meeting two of VEPS' major goals: reducing high school dropouts and smoothing the transition of youth into the labor market. The same controversy on the merits of exposure to various jobs versus training in a particular job was present during VEPS-I. CUP feels that for VEPS enrollees the latter course was most desirable. For these youth the time for "pure" work experience and career exploration had passed. Gaining experience working and receiving on-the-job training was the need.

The cost sharing feature whereby employers would pay fifty percent of enrollee wages and NYC the other fifty percent continued to provide mixed results. In some cases it confused employers and made them suspicious. In others the employers would not have participated in VEPS without it. The guideline change which split costs equally (except for orientation costs which were to be paid by NYC) throughout the program was most helpful in contributing to employer understanding of the program. The advantages to employers and NYC were clear from the outset.

Some would argue that VEPS would not have obtained employers without the cost sharing feature. While the extra incentive that this provided cannot be determined, it is instructive to examine briefly a concept that Pittsburgh used during the VEPS-II year. Through separate funding the school system which sponsors NYC was able to obtain monies to pay for job developer-counselors in a program called Select Employment Training (SET). This program operated in much the same manner as VEPS with respect to youth selection, job development and the provision of intensive counseling services. The major difference was that the employers paid all enrollee wages. The counseling support and need for opportunities for all students were the main points used in recruiting employers for the program. Many employers did participate in SET even though the students were not as well qualified as those that could be obtained from the school system's regular work experience programs. Therefore, even where cost sharing is not possible a VEPS type program with a high level of supportives may be operated.

Data on 691 VEPS-II enrollees indicates that 464 (67%) were placed in firms with one to nineteen employees (45% in companies employing fewer than 10), 130 (19%) in firms with twenty to forty-nine employees, and 97 (14%) in firms employing over fifty workers. Although rotation to different work stations was not a consistent policy, almost one-third of the enrollees had at least two separate work experiences. The significance of the number of smaller employers is that the enrollees were exposed to a wide variety of duties even though they were not formally assigned to a different work station. The work experiences were classified into ninety-eight standard occupational codes, representing 296 separate work experiences.

The job development effort focused attention on another benefit from the program. In many areas, especially rural counties, the number and quality of public sector training sites for NYC enrollees was limited. Placement in the private sector provided more and better training positions and an opportunity for experience that would be more marketable in the local community.

The overall outcome of the job development phase was successful. Some cities were not able to develop as many jobs as quickly as they had hoped. But this often appeared to be a result of the local economic situation. The VEPS counselors encountered the typical range of problems that manpower program job developers discover. These usually centered on the lack of summer openings in July when programs were beginning, employer unfamiliarity with VEPS, and, for carryover employers, the reduction of the NYC contribution for enrollee wages to one-half from two-thirds.

Job development proceeded more effectively in VEPS-II due primarily to placing the responsibility with the VEPS program team. Simplification of the payroll procedures also was helpful. First year employers who continued with VEPS-II hampered program changes in some cities where counselors did not want to lose training positions. Enrollees were generally placed with smaller employers who provided training and close supervision, but who often did not formally rotate youth to different work stations. Although there were exceptions, most training positions offered more potential for the enrollees than those previously available. This was especially true in rural areas with limited public sector openings.

D. Pre-Job Orientation

The 1972-73 VEPS guidelines provided for a maximum of sixty hours over three weeks for pre-job orientation with the enrollee wages to be paid by the NYC program. The sessions were to include "world-of-work" orientation and an introduction to vocational exploration. If job development had produced some openings, referrals for job ready youth were scheduled to begin the second or third week.

The inclusion of specific information on orientation in the guidelines as well as the provision of a sample orientation program in the VEPS Model produced improvement in this program element during the second year. Most cities used portions of the sample orientation program or materials they had developed to give enrollees an introduction to the world-of-work and the private sector. Unfortunately, only a few cities took advantage of the full sixty hours to introduce vocation and career exploration materials. This was due in part to the continued emphasis on selecting probable dropouts which resulted in enrolling youth with little or no work experience except possibly NYC positions.

Each program conducted some modification of the suggested pre-job orientation program. The sessions varied in length, scope and format of presentation. The length varied from one hour informal sessions to two week structured sessions. Generally, smaller VEPS-II programs which were operated by a single person as VEPS coordinator-counselor-job developer devoted less time to pre-job orientation; these programs were usually undertaking VEPS for the first time. Offsetting the tendency for smaller first time programs to shorten the time allocated due to other program needs (such as job development) was the greater acceptance and use of the sample pre-job orientation program in Vocational Exploration in the Private Sector: Model for Implementing the 1972-73 Guidelines.

Programs continued to interpret the scope of orientation narrowly. Few programs took advantage of the full sixty hours permitted. Also, most did not include much material that could be considered as vocational exploration. Both of these situations were created by the nature of the program and the staffing. It is difficult for staff in new responsibilities to implement a program such as VEPS which has a number of experimental features (e.g., cost sharing). Since pre-job orientation was an early program phase, it was needed before the staff was able to utilize its potential fully. Second year cities generally made fuller use of the orientation time. In these cases the staff was fully acquainted with the program and had the experience of conducting orientation for VEPS-I. These programs were less likely to utilize materials from the Model having in most cases prepared many of their own items.

The presentation format varied from individual counseling type sessions to group sessions with semi-structured presentations. The longer orientation programs tended to meet in groups for part of the day with the rest devoted to job development. Cities which went beyond the brief introduction to NYC and VEPS usually were able to use one-on-one and group sessions.

The high incidence of enrollee problems requiring counseling in all cities during VEPS-II makes it difficult to assess which combination of pre-job orientation approaches is best. Based on observations made during site-visits, it generally appeared that a longer time period spent with the VEPS enrollees provided more information on necessary world-of-work attitudes and established rapport between the enrollees and counselors. This latter objective is extremely important since the enrollees' cooperation was essential if on-going counseling was to be effective. The longer sessions were generally accepted by enrollees, especially when the stress was placed on how the orientation will assist in obtaining jobs and when a variety of teaching and counseling techniques were used.

E. On-Going Counseling

On-going counseling was reasonably effective in VEPS-II as it had been the first year. Dealing with enrollees who have a number of academic and personal problems mitigated against total success. Some youth terminiated from the program and some dropped out of high school. The counselors in VEPS-II evidenced a high level of dedication to the needs of the enrollees. For example, most programs continued to work with an enrollee to achieve some satisfactory result, even if he terminated VEPS and dropped out of school.

The VEPS-II guidelines called for on-going counseling including employer contacts to be maintained throughout the program. It was expected that a portion of the counselor's time would be devoted to crisis situations related to the enrollees training site, academic work or family circumstances. In addition, counselors were responsible for deciding if enrollee transfers should be made and whether or not employers should receive new enrollees if any quit their training positions.

Although Office of Education funds were not available for VEPS-II staffing, programs were generally staffed so that the enrollee-to-counselor ratio was approximately thirty to one. As a result, counselors were able to devote a great deal of time to maintaining enrollee and employer contacts. After the initial job development phase, counselors spent their time in the following activities:

(1) Making periodic contacts with enrollees and employers to determine enrollee progress;

(2) Continuing job development for enrollees who had not been placed or to replace employers who dropped out of the program;

(3) Intervening in crisis situations involving an enrollee's VEPS training station, academic difficulties, or family related problems;

(4) Handling the procedural aspects of the program, including such items as time cards, payroll checks, enrollee evaluation forms (usually used when high school credit was being granted), and arranging school schedule changes.

Enrollee counseling was most frequently done at the job site, but counselors also made contact with enrollees at the VEPS office, school and the enrollee's home. After the pre-job orientation, the counseling sessions were usually on a one-to-one basis, although where several enrollees were with the same employer or in the same school, small group sessions were also used.

Where VEPS-II was operated by only one person, the number of tasks required by the program left little time for routine counseling. Continuing job development, regular program procedures and emergency situations together with an attempt to operationalize the vocational exploration component left little or no additional time. In programs with more staff it may be possible to increase the number of enrollees that each counselor works with; however, this does not appear feasible in programs with only one professional staff person.

Predominantly rural areas had more difficulty in making frequent enrollee contact because of the distances involved. This was offset to some extent in programs which assigned VEPS enrollees to the regular NYC counselors. This procedure would generally not be desirable due to the differences in enrollees between the programs, but seemed the best possible solution given the geographic character of some of the program areas. There were some indications that the dual responsibility facilitated transfers from VEPS back into NYC when the counselor felt the enrollee was not ready or unable to accept training in the private sector.

The success of counselors in establishing and maintaining relationships with the school was generally good. In most cases, VEPS-II programs were able to work out arrangements to grant high school credit for the work experience and training received in VEPS. This was also accomplished where the NYC program was not sponsored by the school system. In some cases the VEPS students were enrolled in the regular high school vocational or career exploration classes in order to qualify the students for credit. VEPS-II in Newark, New Jersey, was the only program unable to gain any cooperation from the school system. In Eugene, Oregon, state law prevented release to CUP of some academic data on enrollees, but the school district sponsored NYC program had no other problems.

Employers were generally pleased with the program, though in many cases, they expressed dismay at the types of problems the youth created. CUP believes that VEPS served to make a group of smaller employers aware of methods that would be useful to employ younger workers. In many cases employers had not utilized this potential source of manpower to any great extent. In most cases, once the employer had decided to participate, the relations with the counselor proceeded normally. As would be expected if the employer was not willing to cooperate with the program concept or the counselor, he just would not accept any VEPS students.

The problems encountered in VEPS-II by employers and enrollees were unchanged from VEPS-I. Counselors worked with enrollees in such areas as reporting to work on time, general requirements of the position, following the supervisor's instructions, arranging any time off in advance, being interested in their work, etc. Enrollees faced a number of difficulties at school in connection with holding their VEPS training position. VEPS counselors usually worked through the regular high school counselors to arrange early release from school, adequate transportation (usually by providing bus passes), and changes in school course schedules.

The number of counseling-type problems seriously hampered the full implementation of the career and vocational exploration programs in some cities. This generally occurred in cities with one or two person staffs. The only solution to this problem would be to operate with a minimum staff size of about three. Lowering the enrollee-to-counselor ratio would not provide the necessary assistance unless there were more staff. The ratio in VEPS-II was approximately 1:30. CUP believes that in larger programs with more specialized roles, particularly career exploration, that one counselor could serve thirty-five to forty-five youth depending on their characteristics and problems. Based on VEPS-II, one person programs appear able to serve a maximum of thirty-five enrollees.

Remediation for enrollees was provided sporadically. Some cities attempted to determine enrollee needs in academic areas. Others merely waited for severe problems to surface and then worked with enrollees individually or by referring them to proper remedial classes. Remediation seemed more acceptable to enrollees where the VEPS staff conducted the sessions.

F. Career Exploration

VEPS-II programs were not notably more successful in implementing on-going career exploration than first year cities had been. Two factors continued to be the major obstacles. First, the program staffs generally did not have as much experience in career exploration as they did in counseling. This fact and the variety of other activities required to implement VEPS-II meant that some cities did not begin the type of program outlined in the guidelines. Also, some second year programs did not move aggressively to revise their first year approach.

The second major factor was that some cities were overly concerned about employer acceptance. Because training stations were needed, they were sometimes developed without regard to the enrollees' future participation in career exploration sessions. Such training stations were often excellent in terms of the opportunity it offered the enrollee, but may have reduced his chances for participation in any scheduled vocational exploration sessions. Where this occurred, counselors usually felt that employers would not cooperate if they could not count on the enrollee's presence on a regularly scheduled basis. This reflects the potential conflict within the dual nature of VEPS--part work experience and part on-the-job training.

Another problem the rural areas and, to a lesser extent, other cities faced was the physical impossibility of counseling small groups of students on a regular basis. These programs generally relied on more individual sessions throughout the year to introduce the enrollee to the vocational exploration materials. In some cases, the schools or the employment service office was utilized for the delivery of vocational and career information. The small staff size of some programs constricted available time for formalized career exploration.

In spite of these difficulties, cities operated some type of vocational and career exploration for VEPS-II enrollees. These sessions were usually shorter in time and smaller in scope than that presented in the VEPS model. Also, most programs devoted a great deal of time to dealing with the world-of-work problems that enrollees were encountering.

Vocational exploration sessions during 1972-1973 utilized various techniques, including:

(1) Guest speakers from local companies discussing work requirements generally and career opportunities specifically;

(2) Speakers from other agencies and institutions such as the employment service and junior colleges discussing careers and scholarships;

(3) Audio-visual materials such as films, film strips, and tape cassettes on careers and world-of-work attitudes;

(4) Small group discussions about current VEPS training positions, youth experiences and related problems;

(5) Presentations by the VEPS program staff on topics such as income taxes, the local labor market, unions, the value of work, etc.

A major accomplishment of these sessions and discussions was the enrollee awareness of what work meant. Many for the first time were working and not just learning in a classroom about what would be expected. Others who had held NYC positions reiterated the feelings of the first year enrollees -- "The private sector expects us to do more." Grasping the challenge and opportunity of work and gaining concrete experience appear to outweigh the compromises in the official guidelines for the VEPS-II experimental program.

PART IV

ASSESSMENT OF PROGRAMMATIC IMPACT ON ENROLLEES

In monitoring and assessing VEPS-II, the Center for Urban Programs collected information on 716 enrollees in eleven intensively studied cities: Cleveland, Ohio (99); Colorado Springs, Colorado (41); Eugene, Oregon (42); Flint, Michigan (67); Fort Worth, Texas (63); Georgetown, Texas (25); Las Vegas, Nevada (21); Pittsburgh, Pennsylvania (70); Pueblo, Colorado (41); Salt Lake City, Utah (122); and San Bernardino, California (125). This compares to the 433 youth in eight cities studied in VEPS-I. Other cities that either considered or implemented VEPS programs but were not intensively studied include Albuquerque, New Mexico; Davenport, Iowa; Haverhill and Lawrence, Massachusetts; Newark, New Jersey; Newport News and Norfolk, Virginia; and Columbus, Ohio.

The information collected consisted of the following: (a) where available, demographic, background information and personal histories taken from NYC intake forms; (b) VEPS employment history and final disposition provided by program directors and counselors; and (c) academic data obtained from enrollees' high school records. Complete data was usually not available for those youth who terminated the program; obviously, incomplete data exists in those cases where the youth dropped out of school. The CUP monitoring teams also experienced difficulty in obtaining comparable data with the VEPS-I youth. This situation resulted from the fact that the NYC-16 form was no longer being utilized in all programs; this form had been basic to data collection in VEPS-I. As a consequence, the monitoring teams relied upon VEPS counseling staff and enrollee assistance to fill in missing information; inevitably, however, substantial portions of the data remained fugitive. In several cities significant gaps developed for the purposes of comparing VEPS-I and VEPS-II demographic data; only minimal information was obtained from Colorado Springs. In other cities specific information with regard to academic background and performance could not be obtained; Eugene was one such case. For the majority of enrollees, however, sufficient information was available to permit a meaningful assessment of programmatic impact, an isolation of those factors which appear to be related to specific outcomes, and a comparison with VEPS-I.

At the outset, several cautions should be made clear. First, percentage figures are based on the total number of cases for which information is available; consequently, N may vary below the universe of 716 youth. Second, data on all beginning enrollees is utilized as the base in Sections A and B: Profile of the VEPS Enrollees and Work Experience of VEPS Enrollees. Other sections analyze program completions, program terminations, and high school dropouts; in these cases the N reflects the specific group. Finally, where only marginal frequencies are reported, detailed tables may be found in Appendix D. Wherever appropriate, comparisions are drawn with the VEPS-I program.

A. Profile of the VEPS Enrollees

Because VEPS youth had to be eligible for NYC to participate in VEPS, all enrollees met the poverty income criteria. In Table 2, selected demographic characteristics of enrollees are presented, controlled for participating cities and compared with the VEPS-I result. For comparative purposes, baseline national NYC in-school data on enrollee demographic characteristics are available in Manpower Report of the President (March, 1973) and the final report of the VEPS-I project.*

A majority (52.1%) of the VEPS-II enrollees were males, down slightly from the 52.4% found in the VEPS-I program and 56.6% reported for the national NYC in-school program for Fiscal Year 1972. In four of the eleven cities, however, females constituted a majority of the enrollees (Las Vegas, 90.5%; Colorado Springs, 56.1%; Salt Lake City, 54.1%; San Bernardino, 57.6%). The VEPS-II program deemphasized the age sixteen requirement, mandating only that youth working on job sites have attained that age. As a consequence, the frequency distribution among the age patterns differs considerably from that of VEPS-I. In VEPS-I over half of the enrollees were age sixteen, while in VEPS-II only slightly more than one-third (37.9%) were age sixteen. An approximately equal proportion were age seventeen, and almost double were age eighteen in VEPS-II. The carry-over of enrollees from VEPS-I into VEPS-II in several cities partially accounts for this difference. Flint, Fort Worth and Pittsburgh, all VEPS-I cities, have heavy concentrations of seventeen year old enrollees. Due to the needs of its work sites, Las Vegas also had a significant concentration. The arbitrary date of July 1, 1972, was used to standardize age distributions. Although 15.4% of the enrollees were age fifteen at the time of enrollment, all of these had turned sixteen by the time of job placement. As noted below, this age distribution pattern is reflected in the year in school of the enrollees.

One-third of the enrollees were white, 45.0% were black, and 20.8% had Spanish surnames. This distribution is not dissimilar from that of VEPS-I, representing a slight increase among those with Spanish surnames and a slight decrease among blacks. Although internal variations can be found between and among cities, most of these inter-city differences can be explained in terms of variances in ethnic concentrations in the areas. As would be expected concentrations of youth enrollees with Spanish surnames occurred in Colorado Springs, Fort Worth, Georgetown, Pueblo, Salt Lake City, and San Bernardino. Compared to national data, whites are somewhat underrepresented (40.0% nationally compared to 33.3% for VEPS-II) as are blacks (53.4% nationally as compared to 45.0%), while youth with Spanish surnames are somewhat overrepresented (6.6% nationally as compared to 20.8%).

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*Center for Urban Programs, Vocational Exploration in the Private Sector: Final Report and Assessment 1971-1972.

TABLE 2

SELECTED ENROLLEE CHARACTERISTICS, BY CITY AND TOTAL

Enrollee Characteristic		Clev.	Col.S.	Eug.	Flt.	Ft.W.	Geor.	Las V.	Pitt.	Pueb.	SLC.	San B.	VEPS-II Total	VEPS-I Total
SEX	(N)	(99)	(41)	(42)	(67)	(63)	(25)	(21)	(70)	(41)	(122)	(125)	(716)	(433)
Male		66.7%	43.9%	66.7%	50.7%	52.4%	60.0%	9.5%	58.6%	65.9%	45.9%	42.4%	52.1%	52.4%
Female		33.3	56.1	33.3	49.3	47.6	40.0	90.5	41.4	34.1	54.1	57.6	47.9	47.6
AGE	(N)	(99)	(40)	(42)	(67)	(59)	(23)	(21)	(70)	(41)	(122)	(125)	(709)	(410)
15 or Younger		10.1%	12.5%	35.7%	7.5%	5.1%	4.3%	--%	5.7%	7.3%	11.5%	39.2%	15.4%	12.2%
16 Years		39.4	45.0	23.8	34.3	30.5	39.1	42.9	21.4	31.7	44.3	48.8	37.9	53.5
17 Years		31.3	37.5	40.5	44.8	55.9	30.4	42.9	45.7	48.8	35.2	10.4	35.3	27.4
18 or Older		19.2	5.0	--	13.4	8.5	26.1	14.3	27.2	12.2	9.0	1.6	11.4	6.9
ETHNIC BACK-GROUND	(N)	(99)	(40)	(42)	(67)	(63)	(25)	(21)	(70)	(41)	(122)	(125)	(715)	(432)
Black		75.8%	15.0%	--%	83.6%	77.8%	60.0%	66.7%	92.9%	2.4%	10.7%	22.4%	45.0%	47.9%
White		15.2	40.0	97.6	9.0	6.3	28.0	33.3	7.1	2.4	69.7	40.8	33.3	33.1
Spanish Surname		9.1	45.0	2.4	6.0	15.9	12.0	--	--	95.1	15.6	36.8	20.8	18.1
Other		--	--	--	1.5	--	--	--	--	--	4.1	--	0.8	0.9
YEAR IN SCHOOL	(N)	(99)	(39)	(42)	(66)	(63)	(24)	(21)	(70)	(41)	(122)	(123)	(710)	(426)
Freshman		6.1%	2.6%	--%	--%	--%	4.2%	--%	2.9%	--%	--%	0.8%	1.5%	1.6%
Sophomore		23.2	5.1	23.8	--	1.6	16.7	--	12.9	--	2.5	13.8	9.7	6.8
Junior		29.3	33.3	21.4	40.9	23.8	54.2	4.8	22.9	29.3	53.3	68.3	40.0	67.1
Senior		41.4	59.0	54.8	59.1	74.6	25.0	95.2	61.4	70.7	44.3	17.1	48.7	24.5

While the VEPS-I program concentrated on youth enrollees in their junior year in high school, the VEPS-II program had no such concentration requirement. As a result and as shown in the distribution in Table 2, representation of freshmen and sophomores is approximately the same for both program years, while in VEPS-II somewhat fewer juniors (di = 27.1%) and somewhat more seniors (di = 24.2%) are included. The concentration of seniors reflects the attitude of program personnel in several cities that the VEPS program was ideally suited for seniors about to enter the labor force. A majority of seniors can be found in seven of the eleven cities.

The stereotype pathology of poverty generally holds true for the VEPS enrollees, although some differences in degree do emerge (see Appendix Table D-1). In over one-third of the cases (37.1%), both parents lived in the household; this is up slightly from the 36.2% found in the VEPS-I program. In 49.7% of the cases, youth identified their mother as head of household, down from the 54.5% found in VEPS-I. Slightly more than one-fourth of the heads of household (28.6%) were employed more than thirty-five hours per week at the time of enrollment; this is down from the 31.1% in VEPS-I; in VEPS-II, 56.0% of the heads of household were unemployed (54.0% in VEPS-I) and 15.4% were working part-time, that is less than thirty-five hours per week; this is up slightly from the 14.9% in VEPS-I. Although the differences are not significant, VEPS-II enrollees came from households whose heads showed lower employment levels than those in the VEPS-I program. Unemployment by the head of household was generally higher in the older industrial centers of the East and Midwest. It should be remembered, however, that employment of the head of household information is dated, since it normally reflects the household situation during the week immediately preceding completion of the NYC intake form. The data are further suspect since, in the attempt to obtain directly comparable information, the CUP monitoring teams collected employment information at points later than the initiation of the program.

In VEPS-I less than a third of the youth (30.8%) contributed to the support of the family through their earnings; in the VEPS-II program however, nearly one-half (47.2%) contributed to the support of the family. As with VEPS-I only a small minority (17.4%) of the VEPS-II youth lived in public housing. This figure is slightly skewed due to the varying amounts of public housing available in the participating cities. Slightly less than half (47.9%) of the enrollees' families received any form of public assistance, compared to a national rate of 29.9% and to the precise same rate (47.9%) in VEPS-I.

Among the participating programs some variation in enrollee employment history does exist (see Appendix Table D-2). In each of the cities at least half of the enrollees had previously been employed for wages, ranging from 52.4% in Fort Worth to 97.8% in Cleveland. Overall, almost three-quarters (74.6%) of the VEPS-II youth had previously worked; this is substantially higher than the 58.3% in VEPS-I and is partially accounted for by the generally older group in VEPS-II. As with VEPS-I, only a small number (9.3%) were employed at the time of enrollment in the program. Cleveland with 36.4% was the only city having a sizable proportion employed at the beginning of the program; in three cities--Eugene, Fort Worth, and Las Vegas--no youth were currently employed. While only slightly more than half (51.1%) of the VEPS-I enrollees had worked for thirty days or longer, nearly two-thirds (66.5%) of the VEPS-II youth had been employed for at least thirty days.

This employment history data should not be considered as reflective of substantial or diversified work experience on the part of the enrollees. Ample evidence exists that the substantial proportion of the enrollees with experience had obtained it through the regular NYC program in public sector slots. Moreover, enrollees who continued into VEPS-II from VEPS-I account for a small percentage as well.

The VEPS-II program emphasized somewhat more strongly the probable dropout criterion for youth selection than did the VEPS-I pilot program. An analysis of the enrollee academic records demonstrates that some programs were more rigorous than others in their selection of youth. Although academic factors are only one indicator of a probable dropout--others being attitudes, home situations, discipline problems--the experience has been that school performance is a reasonably good basis for identifying the dropout prone. Some programs appear to have operationalized probable in terms of possible. Other programs--Las Vegas is an example--selected youth on the basis of the work station requirements and the willingness of the employers to hire "problem" youth. Table 3 lists the mean grade point average and mean days absent for youth in each of the participating

TABLE 3

PRE-PROGRAM MEAN GRADE POINT AVERAGES AND DAYS ABSENT FOR VEPS ENROLLEES, BY CITY

	Academic Indicators*	
City	Mean Grade Point Average	Mean Days Absent
Cleveland	1.62	27
Colorado Springs	2.34	08
Eugene	N.A.	N.A.
Flint	1.64	28
Fort Worth	2.24	24
Georgetown	1.84	18
Las Vegas	2.73	18
Pittsburgh	1.39	35
Pueblo	1.87	18
Salt Lake City	2.19	24
San Bernardino	2.31	11

*Based on a 4.0 grade point scale; days absent were obtained by standardizing individual city statistics. Data are based on the 1971-72 academic year.

programs. The variation among programs ranges from a grade point average of 2.73 in Las Vegas (where all youth were placed in branches of a bank) to a 1.39 in Pittsburgh. In terms of mean days absent, the range is from a low of eight days in Colorado Springs to a high of thirty-five in Pittsburgh.

Although in certain instances the evidence that the youth selected were probable dropouts is weak, it should be also remembered that the process of selection involved the exercise of personal judgment by the counselor. In selecting youth such unquantifiable factors as personal problems, social disability, or attitudinal disenchantment were certainly involved. Moreover, some youth were selected solely on the basis of the potential benefit that the youth would receive from the VEPS experience.

In summary, the VEPS-II youth are quite comparable to those who were involved in the VEPS-I project except for the tendency of the former to be slightly older and more advanced in school year. The poverty pathology is substantiated, and VEPS-II youth were somewhat more prone to contribute to the support of the family. More VEPS-II youth had had some work experience prior to enrollment in VEPS, but this is explained by the age differential. There is no evidence to indicate that this experience took place outside the regular NYC program. Based on academic indicators only, the selection of probable dropouts was less evident in VEPS-II than VEPS-I, despite the emphasis given to probable dropouts in the guidelines.

B. Work Experience of VEPS Enrollees

Based on the VEPS-I experience, VEPS-II encouraged the placement of youth at work sites in small or medium sized employers. Experience indicated that (1) such positions were easier to develop than bloc placements with large employers and (2) personal interest and supervision were greater in the small and medium sized firms. Choice was required between situations in which the youth would receive closer supervision in the development of good work habits and marketable skills in the small and medium sized placements, and the possibilities for promotion that exist with large employers. The VEPS-II program opted for the former. Most job stations were developed by the VEPS counseling staff; in cities which had run VEPS-I programs, substantial numbers of employers carried over into VEPS-II. Negligible aid was received from Chambers of Commerce and the National Alliance of Businessmen; this was to be expected given prior experience. The absence of such assistance was an additional factor in the inability generally to obtain blocs of jobs with larger employers.

The size of employers, controlled by city, who participated in the VEPS-II program is given in Table 4; size is measured in terms of the number of full-time employees. Most work stations were with small or medium sized employers as had been recommended; two-thirds (67.1%) were with employers having less than twenty full-time employees, while 44.8% had fewer than ten. Only 10.0% of the employers were in the large (over 100 full-time employees) category. The general pattern holds for most of the cities although some variations can be seen. Las Vegas is an obvious exception; all youth were placed with the Bank of Nevada. In Cleveland, 19.8% were

TABLE 4

SIZE OF VEPS EMPLOYERS (NUMBER OF FULL-TIME EMPLOYEES), BY CITY

Number of Employees	Clev.	Col.S.	Eug.	Flt.	Ft.W.	Geor.	LasV.	Pitt.	Pueb.	SLC	SanB.	VEPS-II Total	VEPS-I Total
1-4	26.0%	48.8%	33.3%	4.9%	1.6%	28.0%	0.0%	14.5%	44.4%	42.6%	14.2%	23.7%	23.0%
5-9	14.6	12.2	38.5	34.4	37.7	28.0	0.0	8.7	30.6	15.6	20.8	21.1	26.6
10-19	11.5	29.3	17.9	39.3	27.9	8.0	0.0	29.0	5.6	16.4	32.5	22.3	14.9
20-29	15.6	4.9	0.0	16.4	18.0	8.0	0.0	20.3	2.8	4.9	13.3	11.1	6.3
30-49	9.4	0.0	10.3	0.0	3.3	12.0	0.0	7.2	5.6	13.9	9.2	7.7	7.1
50-99	3.1	0.0	0.0	3.3	0.0	16.0	0.0	11.6	8.3	4.1	2.5	4.0	11.7
100 or More	19.8	4.9	0.0	1.6	11.5	0.0	100.0	8.7	2.8	2.5	7.5	10.0	10.4
TOTAL	100.0%	100.1%	100.0%	99.9%	100.0%	100.0%	100.0%	100.0%	100.1%	100.0%	100.0%	99.9%	100.0%
(N)	(96)	(41)	(39)	(61)	(61)	(25)	(21)	(69)	(36)	(122)	(120)	(691)	(395)

placed with large employers. At the other end of the scale, Eugene (0.0%), Flint (1.6%), Pueblo (2.8%), and Salt Lake City (2.5%) had no or very few large employer sites and a heavy concentration among the less-than-twenty employee work sites. In Pueblo four out of five work sites fell in this category; in Eugene nine out of ten work sites had fewer than twenty employees. Most program administrators agreed that smaller employers were of greater benefit to the enrollees. These employers often had more time to provide direct, personal supervision; they often took a personal interest in the youth and frequently were willing to deal with problem situations in a less impersonal manner than might be found in large organizations.

While the data reported in Table 4 reflect only the size of employer of the first work station to which a VEPS youth was assigned, it is a quite accurate description of all VEPS work sites. While 30.8% of the enrollees had more than one work experience, these experiences were almost always with the same employer.

NYC work experience has often been criticized as lacking transferability and applicability to the private sector; the range of experiences is quite limited and may, in fact, encourage work habits not consistent with the demands of the private sector. VEPS enrollees, on the other hand, enjoyed a wide range of experiences. Table 5 lists these experiences by general categories. Appendix E contains a comprehensive listing of specific job titles held by enrollees. The general job code is based on the U.S. Bureau of the Census, 1970 Census of Population: Alphabetical Index of Industries and Occupations, which provides twelve general classifications of occupations; these were reduced to the eight shown in the Table.*

VEPS work stations were concentrated in the clerical (27.8%), service (20.7%), and Operative (19.0%) categories. The clerical category represents mostly secretarial, receptionist and office aide positions; as might be expected these were held mostly by women. Although the service category was represented mainly by food service workers, there were a sizable number of youth working in the child care area. Most operatives worked as mechanics or gas station attendants. Few youth obtained positions in the professional or managerial fields. This, of course, was not unexpected given the training qualifications and experience required for these positions. Colorado Springs (41.5%) and San Bernardino (35.0%) relied heavily on clerical jobs; Flint had most (40.9%) in the service area; Pueblo had 41.7% in the operative category. Cleveland and Georgetown each had heavy concentrations in the clerical and service occupations; Salt Lake City in the clerical and operative areas. Overall the differences among cities are not significant and tend to reflect the employment situation in each area. What does merge is the wide variety and diversity in the work stations occupied by VEPS enrollees.

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*The twelve categories were reduced to eight in the following manner: Farmers and Farm Managers were grouped with Managers and Administrators; Transport Equipment Operatives were combined with Operatives; Farm Laborers and Farm Foremen were grouped with Laborers; Private Household Workers were combined with Service Workers. Apparently, no youth worked in any of the eliminated categories.

TABLE 5

CATEGORICAL DISTRIBUTION OF VEPS OCCUPATIONAL EXPERIENCES, BY CITY

Occupational Category	Clev.	Col.S.	Eug.	Flt.	Ft.W.	Geor.	LasV.	Pitt.	Pueb.	SLC	SanB.	VEPS-II Total	VEPS-I Total
Professional	0.0%	0.0%	0.0%	0.0%	3.3%	8.0%	4.8%	0.0%	0.0%	0.0%	1.7%	1.0%	2.2%
Managerial	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7
Sales	14.6	7.3	7.7	8.2	4.9	12.0	0.0	18.8	5.5	10.7	15.0	11.1	11.7
Clerical	22.9	41.5	12.8	22.9	26.2	24.0	95.2	15.9	13.9	27.9	35.0	27.8	34.9
Craftsman	3.1	4.9	7.7	1.6	21.3	12.0	0.0	0.0	8.3	8.2	5.8	6.5	4.8
Operative	12.5	7.3	25.6	9.8	19.8	8.0	0.0	29.0	41.7	24.6	17.5	19.0	18.3
Laborer	15.6	22.0	23.1	16.4	11.5	8.0	0.0	14.5	16.7	13.9	9.2	13.9	18.8
Service	31.2	17.1	23.1	40.9	13.1	28.0	0.0	21.7	13.9	14.8	15.8	20.7	8.6
TOTAL	99.9%	100.1%	100.0%	99.8%	100.1%	100.0%	100.0%	99.9%	100.0%	100.1%	100.0%	100.0%	100.0%
(N)	(96)	(41)	(39)	(61)	(61)	(25)	(21)	(69)	(36)	(122)	(120)	(691)	(581)

Using the U.S. Bureau of the Census, 1970 Census of Population: Alphabetical Index of Industries and Occupations, each identifiable work experience of the VEPS enrollee was classified and listed. Using this scheme, ninety-eight different occupational codes were necessary to cover the range of work experiences; this compares to eighty-five in VEPS-I. Concentrations, of course, appeared in certain classifications: 104 were general clerical workers; ninety-three were salesmen; fifty-five were general operatives; forty-seven were food service workers; and twenty-eight were waiters or waitresses. Such a listing does not differentiate sufficiently among the types of experience gained by the youth. Within the ninety-eight occupational codes, 296 discrete work experiences were identified (133 in VEPS-I). Even this refinement tends to mask the range and type of work experience. For example, the Code 280 occupational category--salesman--does not distinguish between sales youth in grocery stores, department stores, clothing stores, or record stores. The mere enumeration does not permit one to appreciate either the range of occupations or the diversity within each category.

CUP monitoring teams found many instances where jobs were developed which afforded the enrollees unusual advantage. When career interest was clearly identified, most VEPS job developers attempted to place the youth in work stations closely akin to that interest. An outstanding example was the youth whose interest was photography. This enrollee was placed with a commercial photographer and, before the end of the program, was taking portraits for the studio. Other interesting work stations included: accountant trainee, systems analysts, advertising, bank tellers, data processing, bookbinding, floral arranging, moldmaking, printing and ranch management.

In addition to the type of work experience, another dimension worthy of consideration is the number of work experiences each enrollee received. In other words, to what extent did job placement provide exposure to a range of work tasks for the youth? It is extremely difficult to determine the exact number of work experiences that an enrollee had. Change of work station is one indicator. Different experience in the same position would be another. An enrollee working at a filling station may pump gas, work the cash register, service cars, do mechanical repairs, clean up, run errands, etc. To label this experience simply as gas station attendant is to understate the situation. The difficulty in tracking the total chain of work experience forces an enumeration of only the clearly identifiable, separate and distinct experiences. The data in Table 6 provide the results of this enumeration.

Multiple work experiences were most common in Cleveland (51.0%). Colorado Springs (41.5%), Flint (40.9%) and Salt Lake City (38.5%) also had numbers of youth with multiple work experiences. At the other end of the range, six cities--Georgetown (88.0%), Pueblo (83.3%), Eugene (82.1%), Las Vegas (81.0%), Fort Worth (80.3%), and San Bernardino (79.2%)--tended toward keeping enrollees in a single work experience. Among all youth, 30.8% had more than one work experience, down somewhat from VEPS-I (46.7%). In inspecting these data, it must be borne in mind that any one work experience might include a variety of exposures. Too great a reliance on these figures would leave one with a much distorted perception of the actual range of work experiences.

In summary the work experience data are indicative of several patterns. First, job development was easiest among small employers (less than ten full-

TABLE 6

NUMBER OF VEPS WORK EXPERIENCES FOR ENROLLEES, BY CITY

Number of Experiences	Clev.	Col.S.	Eug.	Flt.	Ft.W.	Geor.	LasV.	Pitt.	Pueb.	SLC	SanB.	VEPS-II Total	VEPS-I Total
One	49.0%	58.5%	82.1%	59.0%	80.3%	88.0%	81.0%	73.9%	83.3%	61.5%	79.2%	69.2%	53.3%
Two	42.7	36.6	17.9	31.1	18.0	12.0	19.0	26.1	13.9	27.0	19.2	25.9	36.5
Three	7.3	4.9	0.0	9.8	1.6	0.0	0.0	0.0	2.8	10.7	0.8	4.5	8.8
Four or More	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8	0.8	0.4	1.4
TOTAL	100.0%	100.0%	100.0%	99.9%	99.9%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
(N)	(96)	(41)	(39)	(61)	(61)	(25)	(21)	(69)	(36)	(122)	(120)	(691)	(411)

time employees, 44.8% were in this category. Two-thirds (67.1%) of the employers had less than twenty full-time employees. Second, the range of occupations and experiences opened to the enrollees was quite broad. The range and type of experiences enabled VEPS to provide the enrollees a more realistic exposure to the world-of-work and its opportunities than is provided by most regular NYC public sector programs.

C. General Assessment of Programmatic Impact

The guidelines contained in Field Memorandum 195-72 identified the basic objectives of the VEPS program as: (1) reducing the high school dropout rate; (2) providing disadvantaged students with skills enabling them, upon graduation from high school, to move on to further education or a job in the private sector; and (3) helping disadvantaged students experience achievement and learn the value of education and training as preparation for the world of work. In the assessment papers prepared by CUP to provide DOL with a mid-program perspective for VEPS-I (January, 1972) and VEPS-II (May, 1973), seven outcomes were identified as having positive or favorable characteristics. While the assessment report of May, 1973, was written toward the terminus of the VEPS-II program year, that report reflected only partial and scattered data; nonetheless, the preliminary indications for VEPS-II were comparable to the preliminary assessment for VEPS-I. Since the final VEPS-I report confirmed the accuracy of the preliminary assessment, there was little reason to suspect that the VEPS-II experience would differ substantially.

The seven outcomes that have transferability between the two program years are: (1) a reduced tendency to drop out from school among VEPS enrollees comparable to regular in-school NYC youth; (2) improved academic achievement for VEPS enrollees; (3) improved school attendance patterns; (4) improved disciplinary status; (5) evidence that the VEPS program had provided realistic attitude development and growth in individual responsibility; (6) private sector skill development for youth not normally participants in regular school work-experience programs; and (7) enthusiastic support for the VEPS program among VEPS personnel. The current grant to the Center for Urban Programs provides for a VEPS-I longitudinal impact assessment of these preliminary findings; the report on that study should be available in July, 1974.

In the analysis sections which follow, we have utilized academic data, job outcome information, employability patterns, and programmatic experiences of assorted types to assess the degree to which the VEPS program achieved the guideline objectives and to test the validity of the findings in the preliminary assessment. For organizational purposes, the data have been organized and presented under the seven topical headings relating to the outcomes specified above. Since programmatic objectives can be fairly implied in each of these, the pertinence of the analysis is obvious.

C.1. Impact on the Dropout Rate. Data in Table 7 provide summary disposition information for the 716 VEPS-II enrollees, and for comparative purposes, summary outcome data for VEPS-I. Over half (53.9%) of the enrollees completed the year long program. This completion rate is considerably

TABLE 7

SUMMARY DISPOSITION OF ENROLLEES, BY CITY

		DISPOSITION OF ENROLLEES				
City	(N)	Completed In-School	Completed Graduated	Terminated In-School	Terminated Dropout	Terminated Graduated
Cleveland	(99)	45.5%	33.3%	5.1%	14.1%	2.0%
Colorado Springs	(41)	19.5	14.6	29.3	4.9	31.7
Eugene	(42)	26.2	21.4	23.8	19.0	9.5
Flint	(67)	22.4	20.9	22.4	9.0	25.4
Fort Worth	(63)	22.2	42.9	27.0	0.0	7.9
Georgetown	(25)	20.0	8.0	60.0	12.0	0.0
Las Vegas	(21)	4.8	57.1	19.0	0.0	19.0
Pittsburgh	(70)	28.6	45.7	11.4	11.4	2.9
Pueblo	(41)	19.5	19.5	9.8	24.4	26.8
Salt Lake City	(122)	23.8	20.5	35.2	9.0	11.5
San Bernardino	(125)	41.6	8.0	37.6	7.2	5.6
VEPS-II Total	(716)	29.0	24.9	25.1	9.9	11.0
VEPS-I Total	(431)	46.9	16.2	25.1	9.7	2.1

lower than that experienced in VEPS-I (63.1%) and in MDTA programs in Fiscal Year 1972; 69.9% of all enrollees in MDTA programs completed the training, including 74.0% in institutional training and 62.5% in JOP-OJT (Manpower Report of the President, March, 1973, p. 230). Completion rates in Fiscal Year 1971 for MDTA programs were considerably lower. This lower completion rate in VEPS-II can be attributed to one factor: de-emphasis on rising juniors as a criterion for selection. As has already been noted, substantially more seniors participated in the VEPS-II program. The variance between the two VEPS groups in completion rates rests entirely upon terminators who remained in school and graduated. Thus, in overall terms, the selection of seniors coupled with a higher proclivity toward termination among seniors accounts for the variance between the two program groups. To bolster this interpretation, other data in the Table may be used. Terminations who remained in school compare exactly with the VEPS-I experience, and dropout rates are also quite similar (9.9% in VEPS-II and 9.7% in VEPS-I).

Program completion rates were highest in Cleveland (78.8%) and Pittsburgh (74.3%) and lowest in Georgetown (28.0%), Colorado Springs (34.1%) and Pueblo (39.0%). In only four of the eleven cities did a majority of youth complete the program. Seventy-one youth dropped out of school; these youth represent 9.9% of the total VEPS-II enrollees and 21.5% of terminations, compared to 9.7% of the VEPS-I enrollees and 26.4% of the terminations. The highest proportion of dropouts were in Pueblo, Eugene and Cleveland; no youth dropped out in either Fort Worth or Las Vegas.

As we noted in the final report on the VEPS-I program, it is difficult to assess with a strong degree of confidence the impact of VEPS upon dropout rates. The lack of empirical information, baseline data, or precise dropout figures for given years in school makes a comparative assessment impossible. The longitudinal study of the VEPS-I program which employs a control group should help to establish a meaningful indicator. Given the VEPS target population--probable high school dropouts--the rate of 9.9% can be interpreted in a favorable light. The comparability of this figure with the 9.7% in VEPS-I is also not without significance. Based on interpretation of available information reported in the VEPS-I final report, we conclude that, at worst, the dropout rate in the VEPS program is equal to or less than the rate for school populations as a whole and can only be interpreted as a substantial, qualitative improvement whose exact dimensions remain unknown.

C.2. Impact on Academic Performance. The counseling and remediation components of the VEPS design were partially intended to demonstrate the value of a sound high school preparation for the world of work. Effective counseling, it was thought, would result in improved grade performance among the enrollees. Since one of the indicators most commonly used in selecting probable dropouts was grade point average, substantial improvements were expected. This thought rested on the assumption that poor academic performance was a symptom of attitude and not actual ability. In Table 8, mean grade point averages were provided for beginning enrollees for the 1971-72 school year (indicative of pre-program performance levels) and for VEPS completers for the 1971-72 school year and the 1972-73 school year. No data are available for the enrollees in Eugene. Data reflect only those enrollees for whom complete academic information is available.

TABLE 8

MEAN GRADE POINT AVERAGES FOR 1971-72 AND 1972-73, BY CITY*

	$\bar{X}$ G.P.A. (1971-72)				$\bar{X}$ G.P.A. (1972-73)	
City	All Enrollees	(N)	Completers Only	(N)	Completers Only	G.P.A. Change
Cleveland	1.62	(95)	1.68	(77)	2.30	+0.62
Colorado Springs	2.34	(35)	2.43	(14)	2.44	+0.01
Flint	1.64	(67)	1.73	(29)	1.91	+0.18
Fort Worth	2.24	(62)	2.49	(37)	2.34	-0.14
Georgetown	1.84	(22)	2.16	(6)	2.13	-0.03
Las Vegas	2.73	(19)	2.48	(8)	2.58	+0.10
Pittsburgh	1.39	(63)	1.52	(52)	1.97	+0.45
Pueblo	1.87	(27)	2.01	(10)	2.07	+0.06
Salt Lake City	2.19	(118)	2.55	(54)	2.71	+0.16
San Bernardino	2.31	(105)	2.41	(59)	2.44	+0.03

*No data available for Eugene.

The impact of VEPS-II upon the grade point averages of completers is generally positive, but not nearly as dramatic as might be expected or desired; substantial improvement did occur in Cleveland and Pittsburgh. While averages rose in all but two cities, most of the change is marginal in terms of the individual program mean. It should be noted that, with the exception of Las Vegas, mean grade point averages of completers are higher than the mean for the total group of enrollees. As an overall indicator, the mean grade point change per completer in VEPS-II was +0.24; the comparable figure for VEPS-I was +0.237. The difference is suggestive of a constant program impact upon enrollee academic performance that is slight, but positive.

While indicators of overall change are useful, the impact of the program can be measured and assessed more directly in two ways: enumerating the numbers of youth whose grade point rose or fell absolutely and classifying that distribution among categories of degree. Such information is provided in Table 9.

The use of the direction and degree of change indicators reveals a somewhat more favorable impact. Students whose grade point average rose exceeded those whose average declined by a ratio of nearly two to one. Substantial majorities of youth in Cleveland, Colorado Springs, Georgetown, Las Vegas and Pittsburgh improved their averages. In no city did a majority decline, although a plurality declined in Fort Worth; the youth are evenly divided in Pueblo. In terms of degree of change, a near majority (46.7%) improved at least +0.26 grade points or better compared to 23.9% who declined -0.26 or more, a ratio of two to one. The ratio between opposite categories of the degree of change scale also reveals a ratio of two to one. Moreover, this distribution is quite comparable to the distribution found in the VEPS-I program. Thus, when mean grade point change, direction of change and degree of change are examined, the data consistently reveal a skewness toward improvement at a ratio of approximately two to one, a distribution which confirms estimated programmatic impact upon academic performance for VEPS-I.

C.3. Impact on Attendance in School. As with grade point averages, an implicit goal of the VEPS program was improved attendance patterns among enrollees. Attendance is commonly viewed as an indicator of student interest and attitude and is usually posited as having a positive correlation with academic performance. The data from VEPS-II (confirming that found in VEPS-I) do not support this contention; academic performance and attendance are not significantly related phenomena. Some distortion exists within the attendance data due to the varying techniques used by school systems in determining and reporting absences; the distortion occurs in the attempt to standardize attendance factors in terms of days absent. Some systems report absences in terms of days, others in class periods; it is not uncommon in some systems to report students as present (while their presence can be questioned) in order to increase per pupil daily attendance to qualify for increased state aid. It is our belief that, insofar as possible, these distortions have been minimized in the data presented here, although the reader is cautioned not to place excessive faith in the data.

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TABLE 9

DIRECTION AND DEGREE OF GRADE POINT CHANGE FOR COMPLETERS, BY CITY

Grade Point Change Indicator	Clev.	Col.S.	Flt.	Ft.W.	Geor.	LasV.	Pitt.	Pueb.	SLC	SanB.	VEPS-II Total	VEPS-I Total
DIRECTION OF CHANGE (N)	(78)	(14)	(29)	(37)	(6)	(8)	(52)	(10)	(54)	(59)	(347)	(254)
Up	75.6%	71.4%	58.7%	29.7%	66.7%	75.0%	69.2%	50.0%	59.3%	59.3%	62.0%	61.5%
Same	7.7	0.0	3.4	24.3	0.0	12.5	5.8	0.0	1.9	0.0	6.0	3.1
Down	16.7	28.6	37.9	45.9	33.3	12.5	25.0	50.0	38.8	40.7	32.0	35.4
DEGREE OF CHANGE												
+1.26 or more	21.8%	0.0%	6.9%	5.4%	0.0%	0.0%	17.3%	0.0%	1.9%	0.0%	8.9%	9.1%
+0.76 to 1.25	23.1	0.0	10.3	13.5	0.0	0.0	23.1	0.0	11.1	10.2	14.4	12.2
+0.26 to 0.75	16.7	21.4	20.7	10.8	50.0	50.0	21.2	40.0	29.6	28.8	23.4	26.8
+0.25 to -0.25	24.3	50.0	38.0	21.6	16.7	37.5	17.3	40.0	33.3	37.2	29.4	28.3
-0.26 to -0.75	6.4	21.4	20.7	18.9	0.0	0.0	15.4	10.0	18.5	11.9	13.5	13.4
-0.76 to -1.25	5.1	0.0	3.4	21.6	33.3	12.5	1.9	10.0	5.6	10.2	7.8	7.5
-1.26 or more	2.6	7.2	0.0	8.1	0.0	0.0	3.8	0.0	0.0	1.7	2.6	2.8

When the data are controlled for city, the impact upon attendance is not great. Overall, absences per enrollee declined by less than one full day (0.85); in VEPS-I the comparable statistic is 1.44 days. In five of the ten cities attendance patterns improved, and in five cities attendance patterns deteriorated; however, the degree of change is slight. See Appendix Table D-3. In Pueblo and Fort Worth, enrollees averaged an improvement of seven days, while in Flint the enrollees averaged a deterioration of four days; in all other cities the difference between 1971-72 and 1972-73 attendance varied plus or minus three days or less. An objective interpretation of these data force the conclusion that the VEPS impact was non-existent in terms of attendance.

To further test this attendance outcome, data were controlled for both direction and degree of change to determine if any meaningful impact was being masked through use of aggregate data and measures of central tendency. The distribution may be found in Table 10. Less than half of the VEPS completers (48.8%) improved in attendance, although this constitutes a plurality of the youth. Some variation exists among the cities, but the distributions are not significant. The outcome data on attendance are also quite similar to that found in VEPS-I, which is again suggestive of a constant impact factor for the program upon enrollees that is slight, but positive.

When the data are controlled for degree of change, the general pattern resembles a normal curve; opposite points on the scale are approximately equal in value. Overall, 34.1% showed some improvement (+4 or more days attended), 32.8% showed no marked change (+3 to -3 days), and 33.1% demonstrated some decline (-4 or more days attended). Compared to VEPS-I, while there was less improvement in VEPS-II, there was also less decline; thus, the attendance pattern for VEPS-II shows somewhat more stability over the two year comparison.

These data demonstrate that attendance cannot be improved through a VEPS program acting alone. Conversations with counselors and enrollees brought out the observation that youth are "turned off school" for a variety of reasons; many counselors found that the youth were prone to skip school in favor of going to work, and where a no-school-no-work rule was not enforced, the tendency was for absences to increase. One might speculate that attendance in school is a function of individual enrollee attitude and situation which are amenable to intensive counseling. However, even where counseling components were above average, little impact can be observed. Attendance patterns, as a consequence, can only be judged as being influenced by factors other than counseling.

C.4. Improved Disciplinary Status. As was the case with VEPS-I, specific data on instances of disciplinary action are not available for tabulation, either for the baseline period of the 1971-72 academic year or the 1972-73 VEPS year. In some cities records of such action are not a part of the permanent student file; in others the information could not or would not be released or was scattered in several locations. Consequently, the CUP monitoring teams were forced to rely on counselor reports of individual cases and to draw such conclusions as might be possible from that partial information.

TABLE 10

DIRECTION AND DEGREE OF ATTENDANCE CHANGE FOR VEPS COMPLETERS, BY CITY

Attendance Change		Clev.	Col.S.	Flt.	Ft.W.	Geor.	LasV.	Pitt.	Pueb.	SLC	SanB.	VEPS-II Total	VEPS-I Total
DIRECTION OF CHANGE	(N)	(77)	(14)	(29)	(36)	(3)	(7)	(51)	(8)	(29)	(39)	(293)	(244)
Up		49.3%	28.6%	34.5%	72.2%	66.7%	28.6%	51.0%	75.0%	51.7%	35.9%	48.8%	50.0%
Same		2.6	21.4	0.0	11.1	33.3	0.0	3.9	0.0	3.4	15.4	6.5	4.9
Down		48.1	50.0	65.5	16.7	0.0	71.4	45.1	25.0	44.8	48.7	44.7	45.1
DEGREE OF CHANGE													
+10 days or more		22.1%	0.0%	6.9%	19.4%	0.0%	0.0%	37.3%	37.5%	13.8%	7.7%	18.8%	26.2%
+4 to +9 days		22.1	21.4	20.7	13.9	0.0	14.3	3.9	25.0	17.2	10.3	15.3	13.5
+3 to -3 days		14.3	42.9	24.1	55.6	100.0	28.6	21.6	12.5	48.3	53.8	32.8	22.1
-4 to -9 days		15.6	21.4	27.6	5.6	0.0	57.1	9.8	12.5	6.9	12.8	14.3	13.1
-10 days or more		26.0	14.3	20.7	5.6	0.0	0.0	27.5	12.5	13.8	15.4	18.8	25.0

In all programs where other programmatic indicators suggested reliability of counselor reports, the general pre-VEPS condition was about what one would expect given the fact that enrollees were probable drop-outs--above average numbers of suspensions, transfers, inter-student conflicts, and confrontations with instructional personnel. The incidence of such problems appears to have been somewhat less frequent in VEPS-II than it had been in VEPS-I, probably due to the higher proportion of seniors among the enrollees. Over the course of the program only two known instances of police involvement took place, both having to do with drug related offenses. In several cases employers made thinly veiled charges that a youth employee had stolen either money or material from the worksite, but in no case could the fact be demonstrated and no charges were filed. Youth involved in these situations were usually transferred to another worksite, and in no case was more than one accusation made against any one youth. Suspensions from school occurred with a slightly higher frequency, although these cases generally involved inter-student confrontations rather than student-school personnel incidents. No evidence was obtained that would indicate any serious confrontations between VEPS enrollees and school system personnel.

On the contrary, in the opinion of VEPS counseling staffs and the small number of teachers with whom the monitoring teams came in contact, the impression was consistent that substantial improvement in behavior and attitude had occurred among VEPS enrollees. Conversations with enrollees indicated that a latent function of VEPS was to demonstrate to the youth that both NYC and school personnel were interested in their welfare and were willing to help. It should be remembered, however, that this improved attitude did not carry over into markedly improved academic performance and attendance. While many youth remained skeptical of the educational process, contact with the VEPS program evidentally was instrumental in reducing both the direction and intensity of anti-school attitudes. Parents also indicated that the program had had observable effects upon their children; VEPS also provided an avenue for entry into the school system for parents with questions or problems about their children and the school.

The information presented above is admittedly scanty, impressionistic, and probably unreliable in some instances. Admittedly also, some problems of discipline and suspension did occur. But the impression is clear and the opinion widespread that youth who participated in the VEPS program did experience marked behavioral and attitudinal change for the better and that such change was reflected in an observable decrease in disciplinary actions.

C.5. Continued Private Sector Employment. Of equal or perhaps greater importance than academic improvement, a major VEPS objective was to provide a mechanism by which youth enrollees would, upon completion of the program, be retained full time by the private sector employers. For non-seniors, it was hoped that full time private sector employment would be found for the summer following the VEPS program, part time work during the senior year, and full time employment upon graduation. Other programmatic objectives--skill development and the maturation of realistic attitudes about school and the world of work--can be related to this objective. Youth who do mature and do develop skills are more likely to be retained by an employer or be able to secure other private sector employment. Table 11 provides data on final disposition of the VEPS completers--what happened to them upon termination of the VEPS year.

TABLE 11

FINAL DISPOSITION OF VEPS COMPLETERS, BY CITY

Final Disposition	Clev.	Col.S.	Eug.	Flt.	Ft.W.	Geor.	LasV.	Pitt.	Pueb.	SLC	SanB.	VEPS-II Total	VEPS-I Total
(N)	(78)	(11)	(19)	(29)	(41)	(7)	(13)	(52)	(16)	(54)	(61)	(381)	(258)
Remained at VEPS Employer	69.2%	81.8%	42.1%	65.5%	46.3%	57.1%	92.3%	84.6%	50.0%	66.7%	82.0%	69.0%	37.2%
Other Private Sector Work	2.6	9.1	10.5	3.4	4.9	28.6	0.0	3.8	0.0	16.7	4.9	6.3	4.3
Higher Education	10.3	0.0	0.0	10.3	17.1	0.0	0.0	0.0	6.3	0.0	6.6	6.0	6.2
Returned to NYC	1.3	0.0	26.3	0.0	17.1	14.3	0.0	3.8	12.5	0.0	4.9	5.5	20.9
Military	3.8	0.0	0.0	3.4	2.4	0.0	0.0	1.9	12.5	0.0	1.6	2.4	2.3
Not Working	12.8	9.1	15.8	17.2	9.8	0.0	7.7	0.0	0.0	14.8	0.0	8.4	4.3
Other	0.0	0.0	5.3	0.0	2.4	0.0	0.0	5.8	18.8	1.9	0.0	2.4	24.8*

*Includes all VEPS-I youth who were carried over into VEPS-II, 22.9% of the total; only 1.9% should be read as "other."

The extensive success of the VEPS-II program in attaining its employment objectives is clearly discernible from the data. Over two-thirds (69.0%) found full time private sector employment at the VEPS work station while an additional 6.3% found other private sector employment. This rate of 75.3% placement among completers is substantially higher than the 41.5% rate for the VEPS-I program. Substantially fewer completers returned to NYC and somewhat more were unemployed compared to VEPS-I, but both figures are largely a function of the higher incidence of seniors in VEPS-II. Although a higher proportion of the VEPS-II enrollees were seniors, the proportion going on to higher education is slightly less than that recorded among VEPS-I enrollees. Internal variations among cities are not significant.

Favorable programmatic outcomes (private sector, higher education, and military service) constitute 83.7% of the completers, compared to 50.0% of the VEPS-I enrollees. The private sector retention rate and the favorable outcome rate are undeniable indicators of programmatic impact. While the effect upon school related variables is slightly positive, the proof of the employment potential of the VEPS program is amply demonstrated by the data; it can only lead to the conclusion that VEPS is a significant modality for facilitating the movement of youth into the private sector. A further test of this potency is provided in Section C.6. below.

C.6. Facilitated the Transition from School to the Work Force. The most direct test of the ability of the VEPS program to provide an expeditious means for facilitating the transition of high school students into the full-time work force is through an analysis of seniors who completed the program. The high unemployment rate among recent high school graduates, and teenagers generally, is well documented. VEPS was intended to be a partial remedy for the problems faced by this group in moving into the full-time labor force.

Slightly less than one-quarter (24.5%) of the VEPS-I enrollees were seniors; in VEPS-II, however, 48.7% of the original group of enrollees were seniors. Thus, the incidence of seniors was nearly double that of the first VEPS program. Of the 346 seniors who started the program, 204 completed (59.0%) and 179 graduated (51.7%). The graduation rate among completers was 87.7%.

Of the 179 seniors who completed and graduated, 106 (59.2%) were retained at the private sector VEPS work site; fifteen (8.4%) found other private sector work; and seven (3.9%) were employed full-time in the public sector.

The full-time employed rate among the 179 seniors, then, was a highly respectable 71.5%, compared to 56.1% in the VEPS-I program. Substantially fewer graduating seniors (9.5%) in VEPS-II went on to higher education; in VEPS-I over a quarter (28.0%) sought additional education. Another 4.5% of the VEPS-II youth joined the military (5.3% in VEPS-I) and 2.8% became housewives (5.3% in VEPS-I). Nineteen of the youth (10.6%) were not working, compared to an unemployment rate of 5.3% in VEPS-I. Two youth (1.1%) could not be accounted for.

In terms of favorable outcomes, therefore, when frequencies for full-time employment, higher education and military are combined, 85.5% of the youth experienced a satisfactory programmatic outcome; no connotation is given to those who became married. This compares to an overall success score of 89.4% for VEPS-I. In both program years, then, the ability of the VEPS program to provide transitional means for movement from school into the full-time work force is amply demonstrated.

C.7. NYC and School System Personnel Opinions of VEPS. Enthusiastic support for the VEPS concept exists among all those programs operating over the past two years. In addition, other NYC programs in states or regions having a VEPS experiment have sought information, guidance, and operational authorizations to begin VEPS. The VEPS concept has been supported by local prime sponsors and comprehensive planning agencies of all sorts. Authorizations for VEPS appear in a number of state plans including Michigan, Utah, Nevada, Oregon, and California. As of February, 1974, CUP had been contacted by representatives of state agencies from Indiana, Ohio, South Dakota, Missouri, and Illinois. National meetings of NYC directors, professional guidance counselors, and other professional associations have devoted panels and discussions to the VEPS approach, and in each instance the reaction has been highly favorable.

Each of the program components--recruitment, counseling, guidance, career exploration, job development, cost sharing incentives--have been individually and collectively praised as a vehicle for surmounting many of the operational difficulties confronting public sector-only NYC programs. Las Vegas, for example, plans to allocate one-half of the NYC program to VEPS; many program directors have indicated a willingness to make VEPS the standard NYC program, using public sector work sites only when they constitute meaningful experiences with opportunity for full-time employment.

The most common opinion of VEPS personnel is that this program provides a coherent, total and effective approach to solving the problems of teenage unemployment among disadvantaged groups. The combination of public and private work sites, a counseling package, and adequate resources has, in their opinion, provided the opportunity for a comprehensive review of the philosophy and thrust of the NYC program generally.

D. Analysis of Completers and Terminators

Of the 716 youth enrolled in the VEPS-II program, 386 (53.9%) completed the full year program, and 330 (46.0%) terminated. While the completion rate for VEPS-II is nine percentage points below that of VEPS-I, part of this can be attributed to the fact that sponsors of VEPS-II programs were allowed to replace enrollees as they terminated. Those replacements often terminated as well, and thus the overall termination rate went up. As a summary, it can be noted that males were more likely to complete the program than were females. This represents the reverse of the VEPS-I program. Enrollees seventeen years of age or older completed at a higher rate than did younger youth. Blacks completed at a higher rate than did other ethnic groups. In general, enrollees who finished the program had more formal education than did those who terminated. Table 14 presents selected demographic characteristics for the universe, completers, and terminators. The same information controlled for city can be found in the Appendix (Table D-4).

TABLE 12

SELECTED DEMOGRAPHIC CHARACTERISTICS OF THE VEPS UNIVERSE, COMPLETERS, AND TERMINATORS

Demographic Characteristics		Universe	Completers	Terminators
SEX	(N)	(716)	(386)	(330)
Male		52.1%	53.1%	50.9%
Female		47.9	46.9	49.1
AGE	(N)	(709)	(383)	(326)
15 or younger		15.4%	13.3%	17.8%
16 years		37.9	37.9	38.0
17 years		35.3	37.1	33.1
18 or older		11.4	11.7	11.0
ETHNIC BACKGROUND	(N)	(715)	(386)	(329)
Black		45.0%	50.5%	38.6%
White		33.3	30.8	36.2
Spanish Surname		20.8	18.1	24.0
Other		0.8	0.5	1.2
SCHOOL YEAR	(N)	(710)	(386)	(324)
Freshman		1.5%	1.6%	1.5%
Sophomore		9.7	9.1	10.5
Junior		40.0	36.5	44.1
Senior		48.7	52.8	43.8

Of the 386 youth who completed VEPS-II, 53.1% were male. Of the 330 youth who terminated, 50.9% were male. In other words, males were more likely to complete the program than were females. For males the completion rate was 55.2%; for females the rate was 52.8%. Inter-city comparisons follow the same general pattern but do show some differences. In Cleveland, Eugene, Georgetown, and Pittsburgh, females were more likely to complete. However, only in Georgetown is there a major deviation from the general trend.

Age comparisons also exhibit only marginal differences. While virtually the same proportion of completers and terminators are age sixteen (37.9% and 38.0%), those over sixteen account for 48.8% of completers but only 44.1% of the terminators. The completion rate for youth over sixteen is 56.5% while for those under sixteen it is 46.8%. This would indicate a better chance for older youth to complete the program. The tendency for younger youth to terminate is most evident in Eugene and San Bernardino.

As in the case of the VEPS-I, ethnic background is a more discriminatory factor than either age or sex in comparing completions and terminations. As Table 12 indicates, blacks are more likely to complete than whites or those with Spanish surnames. While blacks comprise 45.0% of the universe, they account for just over half (50.5%) of the completions but only 38.6% of the terminations. The completion rate among blacks was 60.8%, a full ten percentage points above whites (50.0%). For those with Spanish surnames the completion rate was 47.0%

Enrollees who had completed their junior year had the highest rate of completion (59.0%). However, a rather strange phenomenon appears when discussing other enrollees: among those in their junior year, only 49.6% completed the program, while for those with less schooling the completion rate was 51.3%. (It must be remembered, however, that only 10% of all enrollees fall in this latter category.) Among completers, 52.8% were in their senior year; among terminators, 43.8% were in their last year of high school. City comparisons show much the same pattern.

Enrollees who completed the program were likely to be single and live in female headed households in which there was substantial unemployment. Over half contributed to the support of their family and received some form of public assistance (53.5% and 51.3%). Less than one-fifth (19.5%) live in public housing. Terminators are also likely to be single and live in female-headed households with substantial unemployment. However, among terminators there is a greater incidence of full-time employment by the family head. Terminators are less likely than completers to contribute to the support of the family, to live in public housing or to receive any form of welfare. Table 13 presents these characteristics in greater detail; Appendix Table D-5 contains similar data controlled by city.

Almost half (49.7%) of all enrollees live in households headed by the youth's mother; no difference appears when controlling for completion or termination. Among those who live with both parents or with their father,

TABLE 13

SELECTED FAMILY CHARACTERISTICS OF THE VEPS UNIVERSE, COMPLETERS, AND TERMINATORS

Family Characteristics		Universe	Completers	Terminators
MARITAL STATUS	(N)	(662)	(367)	(295)
Single		98.5%	99.5%	97.3%
Married		1.4	0.5	2.4
Divorced		0.1	0.0	0.1
LIVES WITH	(N)	(606)	(343)	(263)
Both Parents		37.1%	38.2%	35.7%
Father		3.0	3.5	2.3
Mother		49.7	49.9	49.4
Guardian		5.3	4.4	6.5
Other		4.9	4.1	6.1
HEAD OF HOUSEHOLD	(N)	(620)	(350)	(270)
Father		39.8%	42.0%	37.0%
Mother		49.7	49.4	50.0
Other		10.6	8.6	13.0
EMPLOYMENT OF HEAD	(N)	(553)	(303)	(250)
Full-time		28.6%	26.1%	31.6%
35 hours or less		15.4	16.2	14.4
Unemployed		56.0	57.8	54.0
CONTRIBUTES TO FAMILY SUPPORT	(N)	(536)	(299)	(237)
Yes		47.2%	53.2%	39.7%
No		52.8	46.8	60.3
PUBLIC HOUSING	(N)	(534)	(297)	(237)
Yes		17.4%	19.5%	14.8%
No		82.6	80.5	85.2
WELFARE ASSISTANCE	(N)	(662)	(359)	(303)
Yes		47.9%	51.3%	43.9%
No		52.1	48.7	56.1

there is a slightly increased rate of completion. Among completers, 42.0% came from households headed by the father; among terminators only 37.0% lived with their father. Unemployment and part-time employment (less than 35 hours a week) both were lower among terminators than among completers. Full-time family employment was higher among terminators than among completers (31.6% to 26.1%). Part-time employment shows just the reverse; 14.4% among terminators, 16.5% among completers. The family head was employed (part or full-time) in 42.3% of completion cases and in 46.0% of termination cases. Unemployment was substantial; 57.8% among completers, 54.0% among terminators. Given this high rate of unemployment, plus the fact that 52.1% of all enrollees received no form of welfare assistance, it is somewhat surprising that the program completion rate was as high as it was.

Also given the high rate of unemployment, it is surprising that less than half of the youth contribute to the support of their family. When controlled for program disposition, completers were more likely to contribute support than were terminators. Part of this may be explained by the fact of substantial unemployment in many areas studied (thus offering the youth fewer opportunities for part-time work); another part of the explanation may be that some youth are already trapped by the "culture of poverty" and thus have already given up on the world of work.

Given the extent of un- and underemployment, it might be expected that many enrollees would reside in public housing. (Among completers it is 19.5%; among terminators, 14.8%). The explanation lies in the availability of public housing; many of the cities studied had little or no public housing. Again given the fact that 56.0% of household heads were unemployed, it is somewhat surprising that only 47.9% of these households received any form of welfare assistance.

Among all youth in the VEPS-II program, 74.6% had some previous work experience. When controlling for program disposition the figure is exactly the same; 74.6% of completers and 74.6% of terminators had previously worked. Table 14 presents this data for all enrollees, for completers and for terminators. While many enrollees had work experience, few were employed at the time of enrolling for the VEPS-II program year. Substantially more youth who completed the program were employed at the time of enrollment than were youth who terminated; 12.1% to 5.6%. This may partially be explained by the fact that in a number of cities (e.g., Flint and Pittsburgh) youth who completed VEPS-I were carried over into the second year program. Although we have no precise figures to offer, interviews with program sponsors and counselors leads us to believe that much of the previous work experience was in a regular NYC public sector job. Just under two-thirds (66.1%) of those who completed and just over two-thirds (67.2%) of those who terminated, had held a job for thirty days or more previous to VEPS. In terms of previous employment history, there is little difference between completers and terminators.

While a larger percentage of completers were working at the time of enrollment, this is at least partially explained by the fact that some cities

TABLE 14

EMPLOYMENT HISTORY CHARACTERISTICS OF THE VEPS UNIVERSE, COMPLETERS, AND TERMINATORS

Employment History		Universe	Completers	Terminators
EVER WORKED	(N)	(622)	(350)	(272)
Yes		74.6%	74.6%	74.6%
No		25.4	25.4	25.4
PRESENTLY WORKING	(N)	(561)	(313)	(248)
Yes		9.3%	12.1%	5.6%
No		62.6	59.4	66.5
Never Worked		28.2	28.4	27.8
HELD A JOB OVER 30 DAYS	(N)	(583)	(327)	(256)
Yes		66.5%	66.1%	67.2%
No		6.3	6.7	5.9
Never Worked		27.1	27.2	27.0

TABLE 15

VEPS WORK EXPERIENCE FOR THE VEPS UNIVERSE, COMPLETERS, AND TERMINATORS

VEPS Work Experience		Universe	Completers	Terminators
SIZE OF EMPLOYER	(N)	(691)	(384)	(307)
1-4		23.7%	21.3%	26.7%
5-9		21.1	18.5	24.4
10-19		22.3	22.6	21.8
20-29		11.1	12.8	9.1
30-49		7.7	7.5	7.8
50-99		4.0	4.9	2.9
100 plus		10.0	12.2	7.2
TYPE OF WORK EXPERIENCE	(N)	(716)	(386)	(330)
Professional		1.0%	1.0%	0.9%
Manager		0.0	0.0	0.0
Sales		10.7	12.4	8.8
Clerical		26.8	29.5	23.6
Craftsman		6.3	5.2	7.6
Operative		18.3	19.4	17.0
Laborer		13.4	13.2	13.6
Service		20.0	18.6	21.5
Never Worked in VEPS		3.5	0.5	7.0
NUMBER OF WORK EXPERIENCES	(N)	(691)	(384)	(307)
One		69.2%	64.1%	75.6%
Two		25.9	29.2	21.8
Three		4.9	6.8	2.6

carried youth over from VEPS-I into VEPS-II. (See Appendix Table D-6). Flint (51.7%), Fort Worth (51.2%) and Salt Lake City (56.8%) were the only cities in which less than 60% of the completers had some previous work experience. In seven cities (Flint, Fort Worth, Georgetown, Pittsburgh, Pueblo, Salt Lake City and San Bernardino) a higher percentage of terminators than completers had previous work experience. Eugene and Las Vegas present cases slightly different from the others. In Eugene 72.7% of the completers had previously worked while only 43.8% of the terminators had; in Las Vegas 69.5% of the completers and only 42.9% of the terminators had ever held a job. In Eugene, Fort Worth and Las Vegas no enrollee was working at the time VEPS-II began. Also, in these three cities plus Pueblo, all youth who had job experience had held a job for thirty days.

Table 15 presents information on the size of the VEPS-II work site and the type of training received by the enrollees. As can be seen, most job sites were quite small: 23.7% had less than five employees; 44.8% less than ten; and 67.1% less than twenty. Among completers 62.4% worked at sites having fewer than twenty employees; among terminators 72.9% fell in that category. Although there were few enrollees at large job sites, the completion rate is slightly better at these locations. While only 10% of enrollees were at sites having 100 or more employees; 12.2% of the completers were at such sites. In the 50-99 employees category, 4.0% of all youth held jobs; among completers 4.9% were at these sites. Since less than one in seven youth held jobs at sites with fifty or more employees, no conclusion should be drawn about site size and completion rate. Counselors insist that the smaller the job site, the greater the probability of success. What appears is that most jobs were developed with small employers; it is highest in the under five (23.7%) full-time employees category. The highest rate of terminators (26.7%) is also found in that category. The rate of completion does not seem to be statistically related to the number of employees. While more jobs were developed with small employers (and in many cities, it was easier), the rate of success is not dependent on job size.

Work experience for completers does not differ significantly from noncompleters, a few more completers are found in the clerical and sales category; a few more terminators had service jobs, but the differences are not statistically significant. Most (69.2%) youth had only one work experience; 25.9% had two and 4.9% three or more different work experiences. Completers were a bit more likely to have more than one work experience. More than a third (36.0%) had two or more work experiences; only a fourth (24.4%) of terminators had more than one work experience. While there is no statistical evidence to suggest that having more than one work experience increases program completion, differences between completers and non-completers on this scale indicate that having more than one work experience could be a favorable factor.

It was hoped that the VEPS experience would have a favorable impact upon enrollee academic performance. To a limited degree such was the case. Table 16 indicates that 62.0% of completers improved their grade point average, while only 50.8% of terminators improved. At the other end, 32.0% of completers

TABLE 16

ACADEMIC IMPACT DATA ON THE VEPS UNIVERSE, COMPLETERS, AND TERMINATORS

Academic Indicator		Universe	Completers	Terminators
G.P.A. CHANGE	(N)	(542)	(347)	(195)
Up		57.9%	62.0%	50.8%
Same		6.3	6.0	6.7
Down		35.8	32.0	42.6
SUMMARY SCALE	(N)	(542)	(347)	(195)
+1.26 or better		6.6%	8.9%	2.6%
+0.76 to +1.25		14.6	14.4	14.9
+0.26 to +0.75		21.9	23.3	18.5
+0.25 to -0.25		31.2	29.3	34.4
-0.26 to -0.75		14.6	13.5	17.4
-0.76 to -1.25		7.9	7.8	8.2
-1.26 or worse		3.1	2.6	4.1
ATTENDANCE	(N)	(440)	(293)	(147)
Up		47.9%	48.8%	46.2%
Same		7.9	6.5	10.9
Down		44.1	44.7	42.9
SUMMARY SCALE	(N)	(440)	(293)	(147)
+10 days or more		19.1%	18.8%	19.7%
+4 to +9 days		14.8	15.3	13.6
+3 to -3 days		33.4	32.8	34.7
-4 to -9 days		14.1	14.3	13.6
-10 days or more		18.6	18.8	18.4

declined in grade point average, but 42.6% of terminators declined. This was a slight improvement over the VEPS-I program experience. The highest rate of improvement among completers was in Cleveland where 75.6% improved academically. Colorado Springs, Georgetown, Las Vegas and Pittsburgh each had two-thirds or more completers improve G.P.A. Every city had at least half of the completers improving. Dramatic improvement (+1.26 or better) occurred among 8.9% of those who finished the program. Most of these youth were in Cleveland and Pittsburgh. In fact 83.9% of completers who achieved this degree of improvement come from these two cities. Both of these cities followed the program guidelines very closely. The point made in the VEPS-I report bears repeating here: improvement in grade point average demonstrates that given intensive counseling and supervision, VEPS can be a very successful program. Overall 46.7% of all completers improved academic performance by one quarter of a grade point or better, while only 23.9% declined a quarter point or more. Among terminators 36.9% improved and 28.7% declined by one quarter of a point or more. In Colorado Springs (60.0%), Fort Worth (63.6%), Las Vegas (66.7%) and San Bernardino (53.8%) more terminators declined than improved or stayed the same academically. Cleveland presents a most unusual case: among terminators 14.3% improved academically; 28.6% declined but 57.1% remained the same.

In summary, academic performance, as measured by grade point average, was more likely to improve and less likely to decline among VEPS completers than among terminators.

While more than sixty percent of the youth who completed the program improved academic performance, less than half (48.8%) improved their school attendance. Attendance improvement was most dramatic in Fort Worth and Pueblo where 72.2% and 75.0% of the enrollees who completed the program improved school attendance. In Colorado Springs, Cleveland, Flint, Las Vegas, and San Bernardino less than half of the completers improved school attendance. In Pueblo 37.5% improved by ten days or more; 62.5% by four days or more. Among those who terminated 46.2% improved and 42.9% declined in school attendance. Where there was attendance improvement among terminators it was not as great as the improvement shown by completers. Overall, however, no real difference can be shown by completers and terminators in the area of school attendance.

In summary, while there is some relationship between program completers on improved grades, there appears to be no relationship between program completion and improved attendance.

Much has been written arguing that academic performance is partly a function of age and grade in school: the older and further along in school a youth is, the better his performance is likely to be. As can be seen upon inspection of Table 17, both the universe of VEPS enrollees and VEPS completers generally follow the expected pattern. Among all youth those over sixteen improved their grade point average more often than did those who were sixteen. The sixteen year olds improved more often than did those who were under sixteen. The differences among these categories is not dramatic, but it does run in the expected direction. When inspecting the data on completers, however, a possible counter-trend is noticed. Two-thirds of the completers under sixteen improved academically; this is higher than any other age category. Before attempting to draw any conclusions, it should be noted that

TABLE 17

DIRECTION OF G.P.A. CHANGE BY DEMOGRAPHIC CHARACTERISTICS FOR VEPS UNIVERSE AND COMPLETERS

Demographic Characteristics		UNIVERSE				COMPLETERS		
	(N)	Up	Same	Down	(N)	Up	Same	Down
SEX	(542)	(314)	(34)	(194)	(347)	(215)	(21)	(111)
Male	(268)	57.1%	6.3%	36.6%	(180)	60.6%	5.6%	33.9%
Female	(274)	58.8	6.2	35.0	(167)	63.5	6.6	29.9
AGE	(537)	(310)	(33)	(194)	(344)	(212)	(21)	(111)
Under 16	(73)	56.2%	5.5%	38.4%	(45)	66.7%	6.7%	26.7%
16	(209)	57.4	4.3	38.3	(133)	56.4	4.5	39.1
Over 16	(255)	58.4	7.8	33.7	(166)	64.5	7.2	28.3
ETHNIC BACKGROUND	(537)	(310)	(34)	(193)	(345)	(214)	(21)	(110)
Black	(276)	60.1%	8.0%	31.9%	(189)	63.0%	9.0%	28.0%
White	(155)	58.1	5.2	36.8	(95)	64.2	3.2	32.6
Spanish	(106)	50.9	3.8	45.3	(61)	55.7	1.6	42.6
GRADE IN SCHOOL	(541)	(314)	(34)	(193)	(347)	(215)	(21)	(111)
Freshman	(7)	71.4%	14.3%	14.3%	(5)	60.0%	20.0%	20.0%
Sophomore	(45)	48.9	13.3	37.8	(33)	54.5	12.1	33.3
Junior	(216)	57.4	2.8	39.8	(132)	59.1	2.3	38.6
Senior	(273)	59.7	7.7	32.6	(177)	65.5	7.3	27.1

there are few (45) cases in this under sixteen category. What should be compared is the effect of program completion upon academic performance. While roughly the same proportion of sixteen year old completers improved G.P.A. as did all sixteen year old enrollees, in the other two categories (under sixteen and over sixteen) a much higher proportion of completers improved their academic performance. With the exception of freshmen, grade in school followed the expected pattern (there were only seven freshmen in the universe, five of whom completed the program, too small a cell to have any analytic significance). While seniors (59.7%) improved more often than juniors (57.4%) who in turn improved more often than sophomores (48.9%), those who completed improved at a more dramatic rate. Whereas 59.7% of all seniors improved academically; 65.5% of senior completers improved; for juniors the rates were 57.4% and 59.1%. The VEPS experience had a positive effect on academic performance over and above what would be expected by advancing grade, as can be seen by comparing universe and completer data. It must be concluded that the program did have a positive impact on G.P.A., especially if the target population for the program is taken into consideration.

Earlier in this section we noted that blacks were more likely to complete the program than were whites. Table 17 also indicates that all groups were subject to a positive impact by virtue of completing the program, the impact was more noticeable in the case of whites. Among blacks, 63.0% of completers improved grade point average as compared with 60.1% of all blacks. For whites 64.2% of the completers improved academically compared with a white universe figure of 58.1%. Both male and female completers improved more often than did those in the universe. The impact was slightly greater upon female completers than upon male completers. In summary, the VEPS-II program had a positive impact on academic improvement even when controlling for age, sex, grade in school and ethnic background.

Going beyond program completion and academic improvement, can a relationship be established between type of VEPS job or size of VEPS employer and academic improvement? Except in the craft and operative categories, Table 18 indicates that completers in all other categories show greater academic improvement than that found among all enrollees. (The professional category is excluded because it contains so few cases.) The greatest average improvement for both groups is seen in the sales and clerical categories. The largest differences between completers and the universe are also found in these categories. Completed youth who held sales jobs improved at a 75.6% rate; among all youth it was 67.2%. Completed youth who held clerical jobs improved at a 68.0% rate, while among all youth it was 61.2%. Completers who had craft jobs were less likely to improve than craftsmen in the universe.

The likelihood of academic improvement was highest among enrollees who had a job with very small employers (less than five employees) or quite large (50 plus) employers. In all categories of site size, completers improved more often than did all enrollees. In short there does not appear to be any direct relationship between academic improvement and VEPS work experience or size of VEPS employer. What appears is that the program itself, the whole program, has the positive impact on grades rather than the work experience component.

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TABLE 18

DIRECTION OF G.P.A. CHANGE, BY VEPS WORK EXPERIENCE FOR VEPS UNIVERSE AND COMPLETERS

VEPS Work Experience	(N)	UNIVERSE Up	Same	Down	(N)	COMPLETERS Up	Same	Down
TYPE OF WORK	(533)	(313)	(31)	(189)	(347)	(215)	(21)	(111)
Professional	(7)	28.6%	0.0%	71.4%	(4)	25.0%	0.0%	75.0%
Manager	(0)	--	--	--	(0)	--	--	--
Sales	(64)	67.2	4.7	28.1	(45)	75.6	4.4	20.0
Clerical	(152)	61.2	5.3	33.6	(100)	68.0	5.0	27.0
Craftsman	(28)	57.1	3.6	39.3	(17)	52.9	5.9	41.2
Operative	(98)	53.1	7.1	39.8	(67)	52.2	6.0	41.8
Laborer	(71)	54.9	5.6	39.4	(46)	58.7	6.5	34.8
Service	(113)	60.2	7.1	32.7	(68)	60.3	8.8	30.9
SIZE OF EMPLOYER	(533)	(313)	(31)	(189)	(347)	(215)	(21)	(111)
1-4	(120)	60.8%	5.0%	34.2%	(71)	62.0%	2.8%	35.2%
5-9	(110)	56.4	5.5	38.2	(64)	59.4	7.8	32.8
10-19	(125)	53.6	8.0	38.4	(81)	55.6	8.6	35.8
20-29	(63)	55.6	6.3	38.1	(45)	57.8	6.7	35.6
30-49	(39)	59.0	0.0	41.0	(26)	61.5	0.0	38.5
50-99	(21)	71.4	9.5	19.0	(18)	72.2	5.6	22.2
100 plus	(55)	69.1	5.5	25.5	(42)	78.6	7.1	14.3

TABLE 19

DIRECTION OF ATTENDANCE CHANGE BY DEMOGRAPHIC CHARACTERISTICS FOR VEPS UNIVERSE AND COMPLETERS

Demographic Characteristics	UNIVERSE				COMPLETERS			
	(N)	Up	Same	Down	(N)	Up	Same	Down
SEX	(440)	(211)	(35)	(194)	(293)	(143)	(19)	(131)
Male	(219)	43.4%	10.0%	46.6%	(157)	45.9%	8.3%	45.9%
Female	(221)	52.5	5.9	41.6	(136)	52.2	4.4	43.4
AGE	(435)	(206)	(35)	(194)	(290)	(140)	(19)	(131)
Under 16	(50)	48.0%	8.0%	44.0%	(29)	44.8%	6.9%	48.3%
16	(165)	41.2	10.9	47.9	(111)	41.4	9.9	48.6
Over 16	(220)	51.8	5.9	42.3	(150)	54.0	4.0	42.0
ETHNIC	(436)	(209)	(35)	(192)	(292)	(142)	(19)	(131)
Black	(260)	48.8%	6.9%	44.2%	(183)	47.5%	6.6%	45.9%
White	(105)	45.7	8.6	45.7	(65)	47.7	4.6	47.7
Spanish	(71)	47.9	11.3	40.8	(44)	54.5	9.1	36.4
GRADE IN SCHOOL	(439)	(211)	(35)	(193)	(293)	(143)	(19)	(131)
Freshman	(6)	33.3%	0.0%	66.7%	(4)	25.0%	0.0%	75.0%
Sophomore	(35)	25.7	8.6	65.7	(26)	23.1	3.8	73.1
Junior	(164)	46.3	9.8	43.9	(103)	46.6	8.7	44.7
Senior	(234)	53.0	6.8	40.2	(160)	55.0	5.6	39.4

TABLE 20

DIRECTION OF ATTENDANCE CHANGE, BY VEPS WORK EXPERIENCE FOR VEPS UNIVERSE AND COMPLETERS

VEPS Work	UNIVERSE				COMPLETERS			
Experience	(N)	Up	Same	Down	(N)	Up	Same	Down
TYPE OF WORK	(433)	(208)	(34)	(191)	(293)	(143)	(19)	(131)
Professional	(4)	25.0%	25.0%	50.0%	(2)	50.0%	0.0%	50.0%
Manager	(0)	--	--	--	(0)	--	--	--
Sales	(47)	48.9	4.3	46.8	(37)	48.6	2.7	48.6
Clerical	(123)	45.5	7.3	47.2	(80)	46.3	7.5	46.3
Craftsman	(23)	69.6	4.3	26.1	(15)	73.3	0.0	26.7
Operative	(73)	49.3	8.2	42.5	(54)	50.0	9.3	40.7
Laborer	(64)	43.8	10.9	45.3	(44)	45.5	9.1	45.5
Service	(99)	48.5	8.1	43.4	(61)	47.5	4.9	47.5
SIZE OF EMPLOYER	(433)	(208)	(34)	(191)	(293)	(143)	(19)	(131)
1-4	(91)	44.0%	8.8%	47.3%	(60)	48.3%	6.7%	45.0%
5-9	(93)	51.6	7.5	40.9	(54)	46.3	11.1	42.6
10-19	(100)	38.0	11.0	51.0	(67)	40.3	4.5	55.2
20-29	(61)	59.0	4.9	36.1	(44)	65.9	4.5	29.5
30-49	(25)	64.0	0.0	36.0	(17)	52.9	0.0	47.1
50-99	(13)	46.2	23.1	30.8	(12)	50.0	16.7	33.3
100 plus	(50)	48.0	4.0	48.0	(39)	46.2	5.1	48.7

TABLE 21

REASONS GIVEN FOR TERMINATION OF VEPS ENROLLEES, BY CITY

Reason for Termination	Clev.	Col.S.	Eug.	Flt.	Ft.W.	Geor.	Las V.	Pitt.	Pueb.	SLC	San B.	VEPS-II Total	VEPS-I Total
(N)	(21)	(27)	(11)	(38)	(22)	(18)	(8)	(18)	(25)	(68)	(63)	(319)	(156)
Laid off, fired, quit	4.8%	26.9%	18.2%	47.4%	18.2%	44.4%	12.5%	38.9%	12.0%	10.3%	27.0%	23.4%	7.8%
School Dropout	66.7	7.8	36.4	15.8	0.0	16.7	0.0	44.4	40.0	16.2	14.3	21.6	26.9
Other Private Sector Job	0.0	15.4	18.2	5.3	18.2	5.5	50.0	0.0	8.0	11.8	7.9	10.3	17.3
Not Interested	9.5	7.8	4.5	7.9	13.6	0.0	12.5	0.0	4.0	14.7	4.8	7.9	5.8
Conflict with School Activities	9.5	3.8	4.5	2.6	4.5	5.5	0.0	0.0	4.0	4.4	9.5	5.2	1.3
Moved	0.0	3.8	9.1	0.0	9.1	0.0	0.0	0.0	8.0	4.4	7.9	4.6	6.4
Affected Academic	0.0	0.0	0.0	0.0	18.2	0.0	12.5	0.0	0.0	13.2	1.6	4.6	1.9
Unknown	0.0	11.5	0.0	7.9	9.1	0.0	0.0	0.0	4.0	5.9	0.0	3.9	--
Married	0.0	3.8	4.5	0.0	4.5	0.0	0.0	5.6	4.0	5.9	3.2	3.3	3.2
Transportation Problem	0.0	0.0	0.0	0.0	0.0	27.8	0.0	0.0	0.0	5.9	0.0	2.7	1.9
To NYC at own Request	0.0	3.8	4.5	0.0	0.0	0.0	0.0	5.6	8.0	2.9	3.2	2.7	2.6
Involuntary Move to NYC	0.0	0.0	0.0	2.6	0.0	0.0	0.0	0.0	0.0	0.0	11.1	2.4	9.6
NYC Ineligible	0.0	7.8	0.0	0.0	0.0	0.0	0.0	0.0	4.0	2.9	3.2	2.1	1.9
Pregnant	4.8	3.8	0.0	5.3	0.0	0.0	12.5	0.0	0.0	0.0	0.0	1.5	7.0
Illness	0.0	3.8	0.0	0.0	4.5	0.0	0.0	0.0	4.0	0.0	3.2	1.5	3.8
Never Worked	0.0	0.0	0.0	5.3	0.0	0.0	0.0	5.6	0.0	0.0	1.6	1.2	1.9
Incarcerated	4.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.5	1.6	0.9	0.6

School attendance data controlled for demographic factors is shown in Table 19. Older, more advanced students are believed to improve school attendance; our data seems to bear this out. Those over sixteen improve more dramatically than do those sixteen. (Those under sixteen are discounted because so few youth appear in that category). Seniors are more likely to improve. It should be noted that only among those over sixteen and among seniors do over half of the enrollees improve attendance, and here it is only slightly over half. What really emerges is that youth are about as likely to decline in school attendance as to improve it. Completers do a little better than all enrollees but the differences are neither striking nor significant.

Looking at ethnic data, there is virtually no difference among blacks, whites and those with Spanish surnames. Blacks improve at a very slightly higher rate than do whites, but the difference is not meaningful. Except for those with Spanish surnames, there is no difference between completers and the universe. Black and white completers improve at virtually the same rate; although females improve attendance more often than do males, there is no difference in improvement rates between completers and all enrollees. In summary, there is no correlation between the VEPS program and changes in school attendance patterns.

Is there, however, a discernable relationship between type of VEPS work experience or size of VEPS employer and improved school attendance? Table 20 presents data on this question. Excluding the very small professional category, those youth who held craft positions improved substantially: 69.6% of all youth and 73.3% of completers in this category improved their school attendance. In no other job category did over half the enrollees improve their school attendance. This is true for the universe and for completers. In short, there appears to be no relationship between work experience and attendance pattern change.

When examining size of employer, youth placed with medium sized (twenty to fifty) employees were more likely to improve than those with the smaller or larger employers. Among completers improvement is most pronounced in the twenty to twenty-nine employees size. Here also, however, there does not appear to be any important relationship between work experience or size of employer and school attendance.

E. Reasons for Terminating VEPS

As was described in preceding sections, youth who terminated the VEPS program were disproportionately younger, white or Spanish surname, and juniors. Some variation by sex was noted; youth coming from female headed households did not show any greater tendency to terminate. Family circumstances with regard to employment and public assistance did show some variation. There was a higher tendency to terminate among those youth whose household head was employed full time, who did not contribute to the support of the family, and whose family was not receiving public assistance. Stated differently, those youth who contributed to family support or whose family received public assistance or whose head was under or unemployed were less prone to terminate. The economic necessity of the youth's income is probably a factor in this tendency. Terminators were less likely to improve their grade point averages, and no difference between completers and terminators could be found in attendance. The size of employer and type of work assignment also appear unrelated to a decision to terminate.

In Table 21 the reasons given for termination are provided; as before, summary VEPS-I data are also provided for inter-program comparison. In VEPS-II, substantially more youth were laid off, fired, or quit; a threefold increase over VEPS-I. This statistic may be explained by the tendency in many programs to let a youth go who was laid off; part of this was due to a scarcity of job site alternates. Fewer youth terminated in VEPS-II due to the availability of full time work, although this accounts for 10.6% of the terminations. Termination due to dropping out of school was less frequent in VEPS-II than in VEPS-I. The remaining distributions consist of small percentages and indicate no substantial variation. More aggressive counseling and job development in certain cities would have substantially reduced the number of terminations. In certain of the cities with high percentages of terminations due to youth being laid off, high unemployment rates were already the case, and the availability of work sites, despite the wage sharing incentive, was quite restricted. In these cases not much could be done.

In an overall sense the large number of terminations projects a somewhat unfavorable image upon the program, but by pursuing the reasons for termination, it can be seen that many youth abandoned VEPS for what might be considered valid reasons. In approximately one-third of the cases (31.6%) terminations were based on finding another private sector job, conflict with school activities, moving, adverse affect on academic performance, transportation problems, transferring to NYC at the youth's request, and illness.

When the data are controlled for size of employer and type of work experience in VEPS (if any), no meaningful associations are apparent. See Appendix Tables D-8 through D-14. In essence, then, we conclude that neither the size of employer nor the type of work which the enrollee experienced were factors in a decision to terminate. The answer probably lies in the area of individual attitude, motivation, or absence of effective counseling.

F. School Dropouts and VEPS

Seventy-one of the original 716 VEPS enrollees (9.9%) dropped out of school and, therefore, did not complete the full year program. This rate compares favorably with the data reported in other studies of school dropouts, and may, in fact, represent a sizable improvement. This speculation is difficult to verify due to the absence of directly comparable baseline data. Because of the small number of cases involved, cross tabulations and between-group comparisons are unable to reveal significant relationships or differences. Consequently, marginal frequencies of dropout characteristics are presented and contrasted only with the universe of all VEPS enrollees. Tabular presentations may be found in Appendix Tables D-15 through D-17.

Two cities--Fort Worth and Las Vegas--experienced no dropouts among the original group of enrollees; dropout rates varied considerably among the other nine intensively studied cities. Pueblo - 24.4%; Eugene - 19.0%; Cleveland - 14.1%; Georgetown - 12.0%; Pittsburgh - 11.4%; Flint and Salt Lake City - 9.0%; San Bernardino - 7.2%; and Colorado Springs - 4.9%. With some exceptions dropouts were less frequent in those cities which utilized extensive and intensive counseling programs, regardless of the degree to which the probable dropout guideline was implemented. Those cities which did adhere more closely to the guideline also experienced a slightly higher tendency toward dropouts, but the quality of the counseling mitigated the overall frequency.

CUP monitoring teams were able to isolate specific reasons for dropping out of school in fifty-four of the seventy-one cases. Ten youth (18.5%) accepted full time employment while an equal number were married. Eight youth (14.8%) joined the armed services, five (9.3%) became pregnant, and three (5.6%) ran away from home. Other reasons accounted for eighteen dropouts (33.3%), but the reasons did not aggregate into meaningful categories; for the most part, the reason ascertained or given was that the youth simply stopped coming to school and no follow-up contact could be made.

There was a greater tendency among males to drop out of school; 60.6% of the dropouts were male, although males comprised only 52.1% of the total enrollees. Slightly higher proportions of sixteen and eighteen year olds terminated their education, and slightly lower proportions of fifteen and seventeen year olds when compared to the characteristics of the original group. Fewer blacks dropped out than their numbers would have indicated; blacks constituted 47.9% of the total but only 39.4% of the dropouts. Youth with Spanish surnames were substantially more prone to quit school; 26.8% of the dropouts had Spanish surnames, while they totaled only 18.1% of the total group of enrollees. Enrollees in the sophomore and senior years were also more likely to drop out, but juniors were decidedly less prone. The senior statistic (31.9% of the dropouts but only 24.5% of the group) is somewhat surprising, since it has been commonly argued that youth who have reached the senior year have demonstrated a commitment to education, and that the dropout problem was thought to be more common among sophomores and juniors. While nearly half of the dropouts were juniors, the incidence is not reflective of their size in the program. The number of cases is too small for meaningful correlations, but there appears to be a tendency for sophomores, who are over age sixteen, to be the most prone to drop out. This is logical given the fact that the youth is likely to be behind his peer group in school and is confronted with the prospect of three years of education, making him eligible for graduation around age twenty. Several counselors have remarked about the discouraging realization that this forces on such youth.

Where both parents were present in the family, there is a lower tendency to drop out, probably indicative of the influence of a more stable family life. This interpretation is confirmed by other data which indicate a tendency for dropping out to increase when the head of the household is unemployed. Likewise there is an association between probability of dropping out and whether the youth contributed to the support of the family and whether the family was receiving public assistance. Family and economic pathologies, as has been argued by many analysts of the dropout problem, appear to be linked with the propensity to drop out.

In summary, dropouts tended to be among the younger and older categories of enrollees, whites or Spanish surnames, and males who came from unemployed female headed households who were receiving public assistance. These trends are in basic conformity with the findings in the VEPS-I program.

PART V

VEPS CITY SUMMARIES

Eleven cities that initiated VEPS programs were studied intensively. This section of the report contains a comprehensive case study of each of these eleven cities; the data include all the information made available to the monitoring teams that are of consequence in reconstructing the progress of VEPS, describing various experiences, and assessing programmatic impact.

Each city is discussed separately. Each case study contains information on administrative structure and staff, enrollee selection, job development, pre-job orientation, on-going counseling, career exploration, and indicators of programmatic impact. The last of these, programmatic impact, considers primarily frequency distributions for certain types of programmatic outcomes: final disposition, reasons for terminations and dropouts, changes in grades and attendance patterns and certain demographic information. No attempt has been made to assess intangible programmatic impact in the city summaries. None of the case studies includes correlational analysis since the N in each of the cities was too small. Such discussion can be found in Part IV of this report.

We have attempted to avoid empirical or impressionistic evaluation in these summaries. It will be noticed even by the casual reader that wide differences occurred among programs, and programmatic impact had uneven results. The reader is cautioned not to impute to these data more than they justly deserve. More complete analysis and interpretation are reserved to Part IV and the reader should defer such judgment until the analytic portion of this report is read.

CLEVELAND, OHIO

VEPS-II was Cleveland's first experience with the program. The city of Cleveland is the prime sponsor for NYC, and prior to the Summer, 1972, the city had regularly subcontracted with the school system to administer the program. With the change in city administration, political and administrative uncertainty hampered immediate implementation of the VEPS program; this continued into the in-school phase. The city was unsure whether it would continue to subcontract to the Board of Education or whether the city, itself, would undertake the administration of the program. Although the school system did ultimately operate both NYC and VEPS for 1972-73, this proved to be a temporary arrangement which impeded stabilization of the program and long range development. The regular NYC program in Cleveland is substantial: 10,205 summer and 866 in-school slots.

Administrative Structure and Staff

Prior experience with the NYC program together with the advantages of a school system sponsored work experience program proved valuable assets in the implementation of VEPS in Cleveland. Administrative routines, forms, accounting systems, and similar functional necessities already in operation were adapted to accommodate the VEPS program. The VEPS program was integrated with relative ease into the regular NYC and work experience program.

The VEPS program in Cleveland was aided by a state of Ohio Office of Work Experience vocational education grant. These funds permitted the hiring of full-time staff to work one-half time on VEPS and one-half time in related work experience. The end result was an externally funded, nearly full-time VEPS staff. Funds were received sufficient to man five teacher-coordinator positions; in addition, a full-time VEPS coordinator was provided by the school system under the supervision of the NYC director. Staff were chosen by the NYC director and the principals of the participating high schools. During the summer, additional part-time staff were used in the organizational and job development effort.

During the summer, staff were utilized in planning the program, beginning the selection of students, and structuring a job development effort. Full scale implementation was scheduled for the beginning of school. Although summer staffing was completed by mid-July, some turnover in coordinators did occur. This did not appear to have an adverse affect on program operations. Full-time staff for the in-school phase were chosen by mid-August, and these personnel operated the program to its termination. Since the VEPS staff were designated as teacher-coordinators, counselor certification was not required. VEPS staff were provided in-service training for graduate credit through Cleveland State University. Ample opportunity for staff interchange was provided through the activities of the VEPS coordinator; communication among the staff appeared excellent. Although some difficulty was experienced in communicating the purpose and mechanics of the VEPS program to high school principals, no serious problems were encountered. Initially, school counselors cooperated well with the program, although as the job development effort intensified, some work experience counselors sensed competition from VEPS. Five high schools, all located in the inner city, were involved in the program. Arrangements were made for early release for VEPS enrollees, and graduation credit was provided for participation in the program.

Administrative routines were centralized through the VEPS coordinator who worked closely with the NYC director. The VEPS coordinator provided supervision of VEPS staff and general coordination of the project. Central records, including wage and hour data, were maintained at the NYC office. Due to the fact that Ohio public corporations do not pay FICA taxes, employers paid all enrollee fringe benefits. Time sheets were maintained by the employer; companies billed NYC for 50% of the wages upon certification by VEPS staff.

Overall, standard school-NYC procedures and organizational patterns were followed in implementing the VEPS program. State funding of counselors provided the means for staffing the program; central coordination was quite adequate. Ample opportunity was given the teacher-coordinators to adopt the program to individual needs of the enrollees. Communication among the VEPS staff and the central NYC administration was excellent. Record keeping and appropriate anecdotal counselor reports were also quite good. Overall guidance and administration of the program greatly facilitated the implementation of a quality program in Cleveland.

Enrollee Selection

The VEPS program was targeted for 100 youth with an additional 25 chosen as backups to participate in the career exploration and counseling program. State funding of the work experience units called for five groups of 20 to 25 youth each. Although the program processed 99 enrollees, substantially more were selected to participate. Some of these refused to participate, while others, identified as likely prospects, did not return to school in the fall. All youth were NYC eligible. The primary criterion for selecting enrollees was the potential benefit to the youth. Youth were selected in the summer and early fall by the VEPS teacher-coordinators in cooperation with the high school counselors and principals. Youth were assigned to VEPS without prior consultation with the prospective enrollee. Once chosen, contact with parents was initiated by letter informing them of the nature and intent of the program.

Ninety-nine youth moved through the program, and 78 (78.8%) completed the VEPS experience. The overall characteristics of the group indicate the youth were generally drop-out prone. Mean grade point average for the beginning group was 1.62 based on a 4.0 scale; mean days absent totaled 27. Two thirds of the enrollees were male. While 10.1% were under age 16 at the time of enrollment, all enrollees met the age requirement at the time of employment; 39.4% were age 16 and another 31.3% were age 17. Slightly more than three-quarters (75.8%) were black, and 9.1% had Spanish surnames. A plurality (41.4%) had completed their junior year, 29.3% their sophomore and 23.2% their freshman. Emphasis was placed on selecting seniors for the program who would be entering the labor force upon graduation. It should also be noted that due to a policy of social promotions, a youth might be classified as a senior but be far short of the needed credits for graduation.

Job Development

The job development effort began in early July and continued into early November; most work sites were developed by late September. Initially two staff persons organized the job development effort during the early summer. When the state funded teacher-coordinators began to operate in August, responsibility for job development was turned over to them.

Regular school counselors assisted, at least in the early stages, in developing work sites. For some of these work experience counselors, VEPS came to have the appearance of a competitive program, which affected the degree of cooperation received. This did not, however, constitute a serious problem. The local National Alliance of Businessmen office was contacted for assistance, but other than placing an item in one of their newsletters, no assistance was received.

VEPS staff utilized a variety of approaches in developing jobs. First in priority for contact were the many small businesses within a short distance of the schools themselves. Other contacts were made with those companies which were advertisers in the school newspaper and the school yearbook. The assistance of community newspapers was also obtained. All the counselors were to some extent, involved in the routine drudgery of door-to-door contact in the job development effort. As the program developed, work sites were obtained on the outskirts of the central city, but transportation problems and costs precluded use of most of them. Many black businesses were found to be hesitant to employ allegedly "problem" youth (or any youth) due to claimed small profit margins. Staff also observed that the basic problem in job development faced by a counselor is the inverse relationship between degree of supervision and possibility of advancement when dealing with small and large employers. With the small employer, close supervision is more common, but the chances of advancement are somewhat restricted; the reverse is true with larger employers.

Formal agreements were utilized by the Cleveland program when signing up an employer. Staff noted some hesitancy on the part of the employers when the question of the formal agreement was brought up, but staff maintain that no appreciable number of employers were lost due to this. Youth were held in regular NYC jobs or were placed in a fast food processing outlet until suitable jobs could be found. Some effort was given to placing enrollees on jobs for which they had expressed an interest. As was the case in other VEPS cities, some employers were willing to assume total enrollee wage and fringe costs.

The work sites developed for VEPS were of generally good quality. Over two-thirds (68.0%) were with employers having fewer than thirty full-time employees; 26.0% were in the very smallest firms, those with less than five employees. Only 19.8% were employers of the large size (over 100 full-time employees). A plurality (30.3%) of the jobs were in the service worker category; 22.2% were in clerical and kindred worker positions while 15.2% were classified in laborer occupations. Sales positions constituted 14.1% of the placements, operatives 12.1% and craftsmen 3.0%. A plurality of youth (49.0%) remained at a single employer throughout the VEPS experience, and 42.7% were employed at two sites. The remainder were employed at three or more worksites over the course of the program.

As with other VEPS programs, the individual types of positions held by the VEPS enrollees included unusual experiences as well as the more normal clerical, sales, cashier, and stock positions. Among the uncommon work experiences were floral arranging, landscaping, theatre production, bookbinding, photography aide, bakery aide, and butcher trainee. One enrollee began as an assistant to a food service manager and by the time of program completion, he had become the food service manager in a large retail outlet. Another enrollee was placed as a funeral home assistant, became interested in the occupation, and is planning to attend mortician school supported by his employer.

Pre-Job Orientation

Although some youth were working prior to the beginning of school, most enrollees were not placed until after the commencement of the state funded work experience courses. These classes met daily for a total of ninety minutes, which maximized enrollee-counselor contact possibilities. Pre-job orientation was conducted in these classes for most of the youth; those placed prior to the beginning of school were provided the basic NYC orientation package supplemented by counseling provided by the VEPS staff, usually on an ad hoc basis. The usual topics of grooming, attitudes, work habits, and employer-employee relations were covered in the orientation sessions.

Individual counseling was provided in certain cases, although this varied considerably among the teacher-coordinators. Generally, pre-job orientation was provided as an integral part of the structured vocational education curriculum mandated by the state grant.

On-Going Counseling

On-going counseling was greatly facilitated by the daily class sessions conducted by the VEPS counselors for the enrollees. This daily contact was supplemented through contact in school but outside the classroom, at the worksite, and in some instances at home. Contact between counselors and employers was on a regular bi-weekly basis; additional meetings where necessary were held to handle individual problems on a crisis intervention basis. Home contacts were not a matter of routine, but reflected individual problems. Group counseling and group sessions were frequently employed in the daily sessions. Counselors enforced a no school, no work rule.

Vocational Exploration

Vocational exploration was conducted by means of the daily class sessions. Several techniques were employed including group discussions, occupational research tasks, resource people, film stips, and field trips.

Instruction in the range of occupational possibilities was provided with opportunity for the individual enrollee to follow-up on a particular occupational interest. Some individual guidance was provided, but the bulk of the career exploration was provided through group sessions.

Good rapport between the enrollees and the teacher-coordinators greatly facilitated the orientation, counseling and career exploration components. The usual interest inventories, skill specifications, educational requirements and so forth were included in the exploration package.

Indicators of Programmatic Impact

Ninety-nine youth participated in the Cleveland VEPS program, although a slightly larger number were touched in some way. Of these, 78 or 78.8% completed the VEPS experience. The group of enrollees possessed those characteristics of the NYC stereotype. Only two were married; no data could be collected on dependent children. In 60.2% of the cases, enrollees came from female headed households; both parents were home in 24.2% of the cases. Not inconsistent with the above data, the head of household was unemployed in 62.8% of the cases, and 15.1% were underemployed (less than 35 hours per week). A sizable majority (71.9%) of the enrollees contributed to the support of the family. In most cases, (77.2%) the enrollees' families received some sort of welfare assistance, and 21.3% lived in public housing. Enrollees also had extensive prior work experience (97.8%), and 93.1% had held a job for thirty days or more. The overwhelming majority of these work experiences were in the regular NYC program.

Twenty-one youth did not complete the program, or 21.2% of the original group of enrollees. Fourteen (66.7%) of the terminators dropped out of school for any one of a variety of reasons. Five simply did not appear at the beginning of school, one other ran away from home, two obtained full-time jobs, two joined the military, and three dropped for reason of pregnancy. No reason was available for one youth. Of the remaining seven, two dropped because of conflict with other school activities, two were not interested, one quit his job, one was pregnant but remained in school and one was incarcerated. The number of dropouts was unexpectdly high given prior experience in the VEPS program; however, five of these dropouts stopped coming to school before they were deeply involved in the program. This was due to the enrollee selection procedures that were used. Eliminating these five from consideration reduced the dropout rate to 9.6%, roughly the equivalent dropout rate with other programs.

Youth who completed the program were most prone to remain employed at their VEPS worksite; fifty-four youth (54.5% of the total and 69.2% of the completers) fall into this category. In addition two other youth found other private sector employment. Eight continued their education, either in summer school to graduate or went on to higher education. Three joined the military. Ten were not working at the time of the survey and one had gone back to a regular NYC job. Thus, in an overall assessment, 85.9% of the completers achieved "favorable" outcomes, or 67.7% of the original group of enrollees. Graduating seniors also did well. While only two of the terminators graduated, thirty-three of the completers received diplomas, one-third of the original group. Of these, twenty-one (63.6%) remained at the VEPS employer, one found other private sector work, three joined the military, and two went on to higher education. Six of the thirty-three graduates who completed the program were not working at the time of the survey.

In terms of impact upon academic performance, the results in Cleveland were mixed. Among completers, grade point average rose +0.62 from 1.68 to 2.30. Slightly over three-quarters (75.6%) improved their grade point, 7.7% remained constant, and only 16.7% declined. These obviously positive results are balanced by the fact that mean attendance declined by one full day from an average of twenty-three absences in 1971-72 to twenty-four in the VEPS year. About equal numbers of youth improved or declined in attendance. The experience in Cleveland adds strength to the thesis that grade point averages and attendance are not necessarily related phenomena.

COLORADO SPRINGS, COLORADO

Colorado Springs began operation of the VEPS-II program in June, 1972. The NYC program is sponsored by the OEO-CAP agency. Although the regular NYC program operates beyond the City of Colorado Springs, VEPS was generally limited to Colorado Springs.

Administrative Structure and Staff

Colorado Springs selected a VEPS coordinator who was responsible for all phases of the VEPS program. The coordinator reported to the NYC director. The total 1972-73 summer NYC enrollment was 530 with the in-school program of fifty. VEPS was targeted to have thirty enrollees in addition to the regular NYC slots.

The VEPS coordinator was located in the NYC office. The operational plan called for the coordinator to select enrollees, conduct pre-job orientation, develop work sites, and provide on-going counseling and vocational exploration. This integrated, generalist staff model was consistent with the implementation recommendations, given the number of enrollees.

In addition, the later phases of the program were hampered by staff turnover in the job coordinator position. The third VEPS coordinator supervised the end of the program year. This turnover resulted in reduced program continuity which adversely affected all program components, especially on-going counseling of enrollees.

Individual enrollee record files were maintained at the NYC offices. Record forms included the NYC application, bi-weekly time sheets, enrollee progress reports and work site termination forms (where applicable).

The NYC program handled the payroll for the VEPS enrollees and paid the entire cost of fringe benefits. Employers reimbursed NYC for their share of enrollee wages. Colorado Springs encountered some billing problems with several smaller employers, but these were exceptional cases. In general the reimbursement procedure worked well.

Enrollee Selection

The VEPS coordinator contacted the head counselor in each of six high schools in order to obtain names of potential VEPS enrollees. The coordinator also talked with the outreach counselor in each of the schools. Through these discussions, the coordinator compiled a list of one hundred possible enrollees. No specific ranking was made of the types of problems which would qualify the potential enrollees as probable dropouts.

The students on the list were contacted and invited to join the VEPS program. Youth who accepted were scheduled for orientation sessions. The coordinator encountered a number of youth who already were enrolled in the summer NYC program or had other summer employment. Transfers from summer NYC slots were not easily arranged, and students who were working were reluctant to leave other summer jobs. Since specific jobs had not been developed for VEPS enrollees, the coordinator could not assure the youth that they would be able to obtain employment with the program. Therefore, few youth in NYC or with other jobs joined the program. This had the effect of providing youth who had experienced a great deal of difficulty finding employment on their own with an additional work opportunity.

The coordinator initially used, as the pool of enrollees, those youth who attended the orientation sessions. Due to a lag in developing work sites some of the youth did not continue with VEPS after the brief orientation. Thus, the final group of VEPS enrollees in Colorado Springs were those youth who qualified for NYC and were placed at private sector work stations whether they had received orientation or not.

Forty-one youth were enrolled in VEPS-II in Colorado Springs. Slightly more than two-fifths (43.9%) were male. Over eighty percent were either 16 years old (45.0%) or 17 (37.5%). Five percent were 18 and 12.5% were 15 or younger at the time of enrollment. Enrollees with Spanish surnames accounted for 45.0% (18), 40.0% were white and 15.0% were black. Almost three-fifths (59.0%) of the enrollees were entering their senior year in school, while one-third were going into their junior year. Three enrollees were entering their sophomore or freshman year.

Job Development

The VEPS coordinator made personal calls to area businesses in order to develop training sites. Some assistance was received from a local personnel officers group, but the NAB was not involved in youth employment. There was some evidence that the work experience personnel at some high schools viewed the program as unnecessary competition for their regular work-study operations.

The coordinator made the majority of his contacts with smaller employers. Referrals to available training slots were made from the pool of youth who had been contacted about VEPS. A letter of agreement concerning enrollee participation and employer responsibilities and a training facility profile were obtained from all participating employers.

VEPS training sites were developed for forty-one enrollees. Over three-fifths (61.0%) of the enrollees were placed with employers having fewer than ten full-time employees. Slightly less than one-third (29.3%) were placed with companies having 10-19 workers, while 4.9% were in employee size classes 20-29 and 100 or more. Enrollees' VEPS work experiences were as follows: 41.5% as clerical and kindred workers; 22.0% laborers; 17.1% service workers; 7.3% each in sales workers and operatives and 4.9% as craftsmen. Almost four-fifths (58.5%) of theenrollees remained at one employer throughout the VEPS program year while 36.6% had two work experiences and 4.9% had three.

Pre-Job Orientation

Pre-job orientation was conducted by the VEPS coordinator during the second week in June. Thirty youth who had been contacted took part in the sessions. The program was five hours each day for five days.

The sessions focused on discussions of the necessary attitudes and characteristics for succeeding in the world-of-work. Material contained in the VEPS Model was used in several of the presentations. In addition, representatives from groups such as CAMPS and the Youth Service Bureau were featured as guest speakers.

On-Going Counseling

The VEPS coordinator provided the on-going counseling for the enrollees. This was generally done at the VEPS work station. Contact with each enrollee was made approximately every two weeks.

This program component was hampered due to staff turnover during the VEPS program. Colorado Springs had a total of three VEPS coordinators during the year of program operation. Naturally, each coordinator required a certain amount of time to become familiar with the program, enrollees and the training positions. While this created some difficulty, the NYC director provided continuity during each transitional period.

The enrollees which the CUP monitoring team observed on job site visits appeared to adapt reasonably well to the changes in the program administrators. However, some enrollees may have been terminated by employers during the changeovers due to the absence of a coordinator to mediate any work site or academic problems. In addition, new coordinators were forced to make some adjustments as enrollee eligibility had changed in some situations during the program year.

Vocational Exploration

The original VEPS coordinator had planned to rely heavily on the school system and the community college for assistance in implementing the vocational exploration component of VEPS. For example, it was planned that each student would meet individually with the chief job placement counselor at the community college at least once during the school year.

As a result of the turnover in the VEPS coordinator position, this plan was never fully implemented. Since each coordinator had to start at the beginning in terms of learning about the program, enrollees and work stations as well as begin dealing with everyday matters such as time sheets, payrolls, counseling contacts, and crisis situations, a vocational exploration program of the type envisioned in the guidelines was not implemented. However, both the second and third VEPS coordinator did attempt to touch on careers and future training in their counseling contacts.

Indicators of Programmatic Impact

Forty-one youth participated in the Colorado Springs VEPS program. Data on several items usually recorded on NYC applications were not available because the standard NYC were not utilized in Colorado Springs. Available information did indicate that thirty (88.2%) of the enrollees were in families which received some form of welfare assistance.

Fourteen enrollees (34.1%) completed the VEPS program in Colorado Springs, including six youth who graduated from high school; of those that terminated the VEPS program only two (4.9%) dropped out of school. Thirteen (31.7%) left the VEPS program but graduated from high school and twelve (29.3%) left VEPS but remained in school.

Of the fourteen completers, nine (64.3%) remained at their VEPS employer while one completer found other private sector employment. Only one enrollee was not working after the program year. Four of six completers who graduated retained their VEPS employment, while one found another private sector job; one was not working. The disposition of three completers is not known.

The reasons for terminating the program included:fired or quit totaling eight enrollees; found another job, four enrollees; and ineligible for NYC, lack of interest and school dropout, two enrollees each. Other reasons accounted for no more than one termination each. One of the enrollees who dropped out of school did so to get married and the other had no identifiable reason.

The VEPS enrollees in Coloardo Springs followed the pattern of other youth in VEPS. Academic averages improved more frequently than did school attendance. Slightly under three-quarters (71.4%) improved their grade point, while 28.6% declined. Approximately one-fifth (21.4%) of the completers improved +.26 to +.75 of a point and an additional 50.0% improved by less than one-quarter of a grade point. Only one of the declines was more than three-quarters of a point. In attendance, 28.6% improved; 21.4% remained constant and 50.0% declined. Two enrollees had declined in attendance of ten days or more. Three enrollees improved by 4 to 9 days.

EUGENE, OREGON

The NYC sponsor in Eugene is the school system. The program covers a seven county area surrounding Eugene. NYC coordinators are located in Eugene, Roseburg, Albany, and North Bend. The area is composed primarily of small towns and rural areas. The Eugene NYC program had no prior experience with VEPS.

Administrative Structure and Staff

The school system had sponsored the NYC program for a number of years, and NYC had developed procedures for conducting their programs over the wide geographical area. The main administrative feature was the location of NYC coordinators responsible for all phases of both the in-school and out-of-school programs in Eugene and three outlying communities: Roseburg, Albany and North Bend. An additional coordinator was located at Newport during the summer program.

The NYC coordinators reported to the NYC director located in Eugene. A central file of enrollee records was maintained at the Eugene NYC office. All payrolls were handled by the school district facilities in Eugene. These procedures were used with the 1,300 summer NYC enrollees and the 225 in-school slots, eighty of which were in Eugene. VEPS was targeted to have a total of 40-60 enrollees in all locations.

VEPS-II was planned for implementation in those communities where NYC coordinators were located. Each of the coordinators was given responsibility for selecting enrollees. In addition to a roster of in-school and out-of-school NYC enrollees, each coordinator was permitted to add some youth who were not in the regular NYC program. Although dispersion of the VEPS program throughout the area required more effort than if it had been confined to Eugene, it was felt that the smaller towns and rural areas could benefit most from making placements at work sites in the private sector. Public sector openings are often severely limited or simply unavailable in these smaller areas.

The details of administration were worked out between the school district accounting department and the NYC program so that VEPS could begin with the in-school NYC program in September. The only detail that created problems was the method of integrating the VEPS cost sharing feature into the school district accounting system. The final arrangement was that NYC paid the enrollees the full amount of wages due and billed the companies monthly for their share of the cost. Due to the distances involved, the bi-weekly time sheets and checks were mailed to Eugene.

The use of existing coordinators in the VEPS program eliminated the need for training VEPS personnel in the use of NYC forms or procedures. Contact between the coordinators and the NYC director was maintained by telephone and regular meetings in Eugene; this had been standard NYC administrative practice.

Enrollee Selection

The VEPS program in the Eugene area planned on enrolling between 40 and 60 youth. However, youth were to be phased in gradually as the job development effort and the coordinator's other NYC program responsibilities proceeded. Since each of the coordinators would be working with only five to ten VEPS enrollees, pre-job orientation was to be conducted individually by the coordinator as youth were recruited for the program. Group sessions were not part of the program.

Most enrollees selected for VEPS in the Eugene program were taken from the NYC roster. Selection was based on the coordinator's first-hand knowledge of the youth's academic and family circumstances. Students were selected on the basis of the greatest potential benefit in terms of staying in school and preparing for a job. Students were enrolled from four of five high schools in Eugene and in each of the high schools serving the other communities.

Although selected from the NYC rolls and referred to a private sector work site, youth became VEPS enrollees only if hired by the employer. If the youth was not hired, he continued as an NYC enrollee and was referred to other work sites as these developed.

Forty-two youth were enrolled in the Eugene program. Due to Oregon state law, grade point averages and attendance data were not available on the enrollees. Two-thirds of the enrollees were male. A large percentage (35.7%) were under age sixteen (computed as of July 1, 1972), while 40.5% were seventeen and the remaining 23.8% were sixteen. Almost all (97.6%) the enrollees were white; 2.4% had Spanish surnames. A majority (54.8%) of VEPS students were going into their senior year while 23.8% had completed their freshman year and 21.4% their sophomore. Therefore, over half the enrollees in the Eugene program would be entering the labor force at the end of VEPS-II program year.

Job Development

Job development was conducted by the NYC-VEPS coordinator in each community. Two primary methods were used. First, coordinators sought out firms with positions in which enrollees had expressed an interest. This "custom" job development approach was especially suitable because each coordinator needed to obtain between five and ten positions in his community. Second, coordinators used their personal contacts with potential employers. Personal contacts would be expected to have considerable success in smaller towns, such as those represented in the Eugene program. This was generally true, although the number of youth placed was small.

Other techniques and arrangements were also used. In some cases the counselor in the high school provided work site leads to the coordinator. In other places the high school work experience personnel viewed the VEPS program as unnecessary competition for their programs. The coordinator in Eugene served as the NAB's youth coordinator which in turn provided some private sector employment potential for VEPS enrollees.

In all areas a formal employer agreement was used. NYC billed the participating companies monthly for their share of the enrollee wages.

Over the program year this procedure did not present any difficulties. Several employers were late with payments, but the system worked well with only minor processing problems.

VEPS work sites were developed for thirty-nine enrollees. Emphasis on developing training positions with smaller employers as well as an absence of many large employers resulted in almost ninety percent (89.7%) of the enrollees being placed with employers having fewer than twenty full-time employers; 71.8% were in firms employing fewer than ten. The remaining 10.3% were placed with firms employing 30-49 workers. The job classifications for the enrollees were consistent with other experiences: 23.8% in the operatives category; 21.4% service workers; 21.4% laborers; 11.9% clerical and kindred workers; 7.1% craftsmen; and 7.1% sales workers. Over four-fifths of the enrollees (82.1%) remained with one employer during the program year. Enrollees had two work experiences in 17.9% of the cases.

Pre-Job Orientation

The planning for pre-job orientation was essentially dictated by the small number of VEPS enrollees assigned to each coordinator and the travel distances involved for the enrollees and the coordinators. Each coordinator conducted individual sessions with VEPS enrollees as they transferred from NYC to VEPS.

The length of the sessions varied according to the amount of orientation the enrollee had received when he entered NYC and the coordinator's judgment on which topics needed further work. The coordinators conducted the sessions at the NYC offices, sometimes holding several meetings with each enrollee. Sessions totaled from approximately three to ten hours per enrollee. The content generally focused on the VEPS program, the training position and the labor market conditions in the community.

On-Going Counseling

On-going counseling for VEPS enrollees was included as an addition to the coordinator's regular counseling load of in-school and out-of-school NYC enrollees. In most cases this involved regular meetings between the enrollee and the coordinator, supplemented with other contacts as needed.

Counseling contacts were usually made at the work site, but were also made at school and the enrollee's home. Coordinators used several forms to report on enrollee progress at the work station. Coordinators experienced no difficulty in contacting enrollees at the job site. Since most employers were small, the impact of such visits on the regular work force was not great. Schedules varied in the four communities: one coordinator visited the site weekly while another used a bi-weekly schedule. In all cases observed during site visits, the coordinators appeared well informed on the individual enrollee's progress, both at the training station and in school.

Vocational Exploration

Vocational exploration was implemented in several ways. Originally, Eugene had planned to make extensive use of the Occupational Information Access System (OIAS) which was developed by the University of Oregon. OIAS contains a data file on 206 occupations, geared primarily to the

Oregon employment market. Students communicate with the system through on-line remote computer terminals and after answering a set of questions, receive a computer print-out of occupations that their answers indicate an aptitude or interest in. However, problems of timing and distance, especially for the outlying programs, precluded the system's use in VEPS.

Coordinators in the Eugene program operationalized vocational exploration using three methods. First, in several cities, the VEPS enrollees were placed in the high school's regular work experience classes. This enabled the enrollees to obtain high school credit for the VEPS work experience. Only one high school in the seven county area would not permit this.

A second additional arrangement was made by one coordinator in a smaller community. He enlisted the assistance of the high school counselor and the vocational rehabilitation counselor in the area. They met one hour per week with the VEPS enrollees.

The third approach, adopted at several locations, was group meetings. Enrollees were exposed to topics such as completing sample application forms, information on filing tax returns, and role playing for interviews. They also had an opportunity to compare job assignments and discuss career goals.

The Eugene area appears to have been successful in adapting the vocational exploration concept to their geographically dispersed area. The coordinators' initiative and experience in working independently appears to be the primary reason.

Indicators of Programmatic Impact

Indicators of programmatic impact in Eugene must rest with the completion and graduation data. State law precluded the obtaining of any academic records from the school systems. Another complicating factor was that, since the standard NYC application form was not required, information was not compiled for all youth in the program.

A total of forty-two youth were enrolled in VEPS. Available information indicates that over fifty percent were living in female headed households. Two-fifths of the heads of household were unemployed and a like number were employed more than 35 hours per week with the remainder working less than 35 hours per week. Approximately eight percent of the families had incomes under $5,000 per year. More than half the youth contributed to the support of their families. However, only 11.1% of the youth lived in families which were receiving any form of welfare assistance.

Slightly over half of the enrollees had worked previous on a job lasting more than thirty days. These jobs were primarily in the NYC program.

Of the forty-two enrollees, twenty (47.6%) completed the program. Nine of the completers also graduated from high school. The disposition of VEPS enrollees was: eight (19.1%) remained at their VEPS employer; two (4.8%) found other private sector employment; five (11.9%) returned to the NYC program; two (4.8%) had other outcomes; three (7.1%) were not working; and twenty-two (52.4%) terminated VEPS. Therefore, one-half of the completers were employed in either the private or public sector after the

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VEPS program year.

The main reason for leaving the program was dropping out of school; of the twenty-two terminations, eight dropped out of school. Although this percentage is somewhat higher than other VEPS cities, the outcomes were not as bad as the dropout percentage might indicate. Of the eight high school dropouts, two entered military service, one accepted full-time employment, two were married and one dropped out for an unknown reason. Other reasons for termination include finding another job (four enrollees); quit or fired (four); moving out of the community (two); lack of interest, marriage, transfer to NYC and conflict with other school activities (one each).

FLINT, MICHIGAN

The Flint Board of Education is the NYC sponsor. NYC conducted both a VEPS-I and a VEPS-II program. Prior experience with the implementation of the VEPS concept was an obvious advantage for the second year program. In addition a number of other work experience programs are conducted through the same centralized office responsible for the NYC program. School facilities, staff, counseling hardware and software were made available to the program; support resources were generally excellent. Reference may be made to the summary report of the VEPS-I program for additional information on the Flint approach to VEPS and for comparative purposes.

Administrative Structure and Staff

Board of Education sponsorship of the NYC program simplified the administrative and coordinative processes required for the VEPS program. Academic and work records, hour and wage verifications, payrolls, and anecdotal counseling reports were centralized in the NYC office. NYC paid all enrollee wages and was reimbursed by private sector employers through a billing procedure. VEPS counselors picked up the enrollee time sheets and delivered all paychecks.

Despite the fact that Flint had operated a VEPS-I program, no summer VEPS-II program was initiated. The reasons for this were several. Due to problems encountered in the late stages of VEPS-I, no follow through procedures were instituted. The entire VEPS-I staff was replaced in late May of 1972, which inhibited continuity. Funding for the VEPS-II staff was also not available directly from NYC. Since unencumbered funds remained from the U.S. Office of Education grant for the VEPS-I program, authority was obtained to utilize these funds for the in-school phase of VEPS-II. These funds were sufficient to provide for two full-time VEPS counselors and a VEPS coordinator.

Due to these funding and staff continuity problems, Flint did not conduct a summer component. Beginning in late August and running through mid-September, prepatory arrangements for an in-school component were conducted by the regular NYC staff, primarily through the efforts of a school principal. However, the counseling staff did not begin until late September; both counselors were qualified for the counseling position.

VEPS enrollees were selected from four high schools and were about evenly divided by sex. The male counselor handled all the male enrollees, and the female counselor all the female. Overall coordination was provided by the VEPS project director; both counselors were given ample freedom to develop their own counseling and career exploration packages. This decentralized counseling routine was the same basic design conducted in VEPS-I, although safeguards were instituted to prevent reoccurrence of the VEPS-I problems. The VEPS-II administrative structure and staffing pattern were close to that of VEPS-I.

Enrollee Selection

Original program plans called for the recruitment of seventy youth for the VEPS program, evenly divided between males and females; 67 youth actually participated. All enrollees were NYC eligible, and most had previously participated or applied for the regular NYC program. Recruitment procedures paralleled those in the VEPS-I program. From the NYC eligible list, a preliminary sort was used to identify those youth who met the minimum age criterion. From these, an examination of high school records, conversations with counselors and principals, and discussions with the prospective enrollees and their parents expanded the basis for selection. This procedure was handled by a high school principal during the late summer months. The final selection process was completed by early October, shortly after the VEPS counselors had been brought into the program.

The recruitment process resulted in the selection of youth who would gain the most benefit, who were among the target group of the program, and who had been fully informed as to the nature and scope of the program's requirements. The mean grade point average of beginning enrollees was 1.64 and mean days absent totaled 28 . These data are quite similar to that found among the VEPS-I enrollees. Some carryover from VEPS-I took place; 18 enrollees (26.9%) fell into this category. Enrollees were about equally divided among males and females; 34.3% were age 16 and 44.8% were age 17. The vast majority (83.6%) were black; another 6.0% had Spanish surnames. Except for a higher percentage of seventeen year olds in VEPS-II, the demographic characteristics of both groups of VEPS enrollees were quite similar.

Job Development

Some carryover among VEPS employers from the first year program aided the job development effort in Flint. Due to the substantial experience in job development for related non-NYC work experience programs, ample contacts already existed in the community. However, a depressed job market in the Flint area hindered the development sequence. No other assistance from outside agencies such as NAB was received or actively solicited. Actual job development was conducted primarily by the VEPS counselors, assisted by other NYC program personnel. Job stations were found for 61 of the 67 enrollees.

Flint VEPS utilized a work agreement form to ensure employer understanding of program requirements which had been one of the operational problems in the VEPS-I program. Some employers refused to sign a work agreement form for fear of a contractual arrangement. In some cases of this sort, work sites were used, although monitored somewhat more closely. The cost sharing of wages proved to be an attractive feature in job development, mainly due to the depressed job situation in the region.

Most of the job sites were with small employers; 95.0% of the work stations had fewer than thirty full-time employees, and 73.7% had between five and nineteen full-time employees. Although the attempt was made to correspond enrollee interests with work sites, the tight job market prevented total implementation of this objective. As a result, 41.0% of the enrollees were placed in service worker positions, 23.0% in clerical and kindred experiences, 16.4% as laborers, and the remainder scattered among sales (8.2%), craftsmen (1.6%), and operatives (9.8%). As was the common VEPS experience, a majority (59.0%) remained at the same employer throughout the experience, while 31.1% were placed at two sites and 9.8% at three work stations.

The range and quality of occupational experiences was not as broad as that in the VEPS-I program, again due to the restricted availability of work sites. A preponderance of the stations were in service categories, although a good proportion were of such a nature that the enrollee was put in the position of dealing with the general public. Among the more unusual stations were several in wig styling and cosmetology, shipping and receiving clerk, and a travel agent.

Pre-Job Orientation

Based largely on the prior year's experience, the VEPS staff implemented a sixty-hour orientation package containing the usual world-of-work components. Despite the late start of the program, orientation was completed by mid-October. The orientation ran over a four to six week period, with an average of three hours a day. VEPS staff estimated that about one-fourth of the enrollees required additional orientation beyond the sixty hours.

Most of the orientation was held in group sessions, although individual guidance was provided where required. Most sessions were held in the school buildings. Over the course of the orientation, skill and interest inventories were taken. Written exercises were made an integral part of the orientation. All enrollees were processed through orientation before being placed on the job. Enrollees who had participated in the VEPS-I program were given brief refreshers and were occasionally utilized as resource persons in the orientation program. The overall thrust and content of the orientation were quite similar to VEPS-I.

On-Going Counseling

Flint again utilized a counseling work division based on the sex of the enrollee. Apparently, this approach had success in VEPS-I and the experience with VEPS-II showed nothing to contradict its general suitability. The on-going counseling component was probably the strongest aspect of the Flint program. Good rapport between VEPS counselors and the enrollees was a major factor in the success of the counseling program. Contacts with the youth were made at school, work, and home. School contact was a regular component due to the career exploration activities of the staff. Employer contact was maintained through the bi-weekly time sheet pickup task which provided the opportunity for discussions with employers to determine the degree of progress or existence of problems.

Since the counselors also delivered the paychecks to the youth at the job, this gave the counselor another opportunity to make contact with the youth. Home visitations were less frequent and usually resulted from crisis situations. The apparent ingredients of success in the counseling component were the frequency of contact, the rapport established between counselor and youth, and most importantly the availability of the counselor. In several instances this availability could have degenerated into dependency, although the counselors handled those situations quite well.

Vocational Exploration

As with the other program components, the experience with the VEPS-I program facilitated vocational exploration. Exposure to career possibilities was undertaken through both group and individual sessions. The vocational exploration component was undertaken separably by the two counselors, but joint activities were implemented. General coordination of vocational exploration was undertaken by the VEPS coordinator.

Career options were identified in the orientation sessions, and subsequent exposures were based on those choices. When a youth no longer expressed an interest in the occupation, new choices were developed and explored. An attempt was made to bring the youth in contact with an individual employed in the occupation under consideration.

The broad range of occupations was also emphasized. In addition to the usual discussion sessions, use was made of resource persons from the community, vocational guidance instructional materials, and field trips. Among the last were visitations to Central Michigan University, Kellogg Company, AC Spark Plug, and the local Skill Center. Exposures were not limited to occupational categories but included cultural and social events as well.

Indicators of Programmatic Impact

Although seventy youth were targeted for the program, ten of those were earmarked as backups. The backups received all the counseling and orientation features, but were held in reserve pending the availability of work sites. Ultimately, 61 youth were placed on work sites. Of the 67 youth who started the program, only 29 (43.3%) completed VEPS.

All of the youth were single; no data was available to determine the number of youth having dependent children of their own, although counselors reported that such instances were rare. As is common in other VEPS programs, 72.7% came from female (mother) headed households; both parents were present in 19.7% of the cases. Unemployment was high among heads of households; 86.2% were unemployed and another 4.6% were underemployed. Similar to VEPS-I, none of the youth contributed to the support of the family, although such data are usually suspect. Nearly seventeen percent of the youth resided in public housing, and 83.1% received some sort of welfare assistance. A majority (53.9%) had held a job for which they received wages, and 44.8% had worked for thirty days or more. Most of this work experience had been in the regular NYC program.

As previously noted, 43.3% completed the program. Of the thirty-eight youth who terminated, six (15.8%) dropped out of school; however, this represents only 9.0% of the total group. Military service and full-time employment accounted for two of the dropouts. The remaining four could not be located to determine the reason. Of the other thirty-two youth, eighteen were laid off, fired, quit, or did not show up for work. Three were not interested after they had been recruited, two each found other jobs or were pregnant, two more never were placed and quit VEPS, one was transferred to NYC, and one had a conflict with other school activities. Information is unavailable for the remainder.

Of the twenty-nine youth who did complete the program, nineteen (65.5%) remained at the VEPS employer, two went on to school, one joined the military, and one found other private sector work. Four (13.8%) were not working. Of the fourteen seniors who graduated and completed VEPS, six (42.9%) remained at their VEPS employer, two went on to higher education, one found other private sector work, and one joined the military. Four were not working at the time of data collection.

The VEPS program had a marginal, but positive impact on the academic performance of the enrollees. For all enrollees the mean grade point average was 1.62 with an average of twenty-eight days absent in 1971-72. Among completers mean grade point rose +0.18 from 1.73 to 1.91. On the other hand, mean days absent increased from an average among completers of 27 days absent in 1971-72 to 31 during the VEPS year. Grade point change bulked between those who improved +0.26 to +0.75 (21.4%), those who declined -0.26 to -0.75 (21.4%), and those who remained about the same (50.0%). However, only 34.5% of the youth improved their attendance while 65.5% deteriorated; 48.3% of the youth declined by four or more days. As was found in other cities, the relationship between grade point average and attendance is negligible.

FORT WORTH, TEXAS

The Fort Worth VEPS-II program was essentially a continuation of the VEPS-I program. The NYC-VEPS sponsor is the Fort Worth Independent School District. Prior VEPS experience was particularly helpful in the area of job development; many VEPS-I employers continued into the VEPS-II program year.

Administrative Structure and Staff

The NYC office is located in the school administration building, and VEPS was operated as an integral part of the vocational-industrial program of the city schools. Fort Worth conducted both a summer and an in-school program. HEW funds were available for a summer phase which ended August 26.

The NYC director had overall responsibility for VEPS. During the summer, he was assisted by three full-time counselors from the school system. With the reduction of VEPS funds, staff was reduced to two for the in-school program.

Academic records of enrollees were maintained by the six high schools served by the program. VEPS records were maintained by the NYC administrative office. Monthly progress reports from counselors, with emphasis upon problem cases, were an essential part of the supervisory process.

The NYC office handled general administrative detail including payroll processing and overall coordination. Counselors picked up time sheets at the job site. In some cases, NYC paid full wages and fringes and was reimbursed by the employer. In other cases, enrollees received two checks, one from the company, and the other from NYC. An attempt was made to be flexible in this regard in order to accommodate the employer. The program utilized an employer agreement form and experienced no great difficulty in collecting the employer's share of the wages in cases where this option was chosen.

The program, because of its sponsorship by the school system, experienced no problems in arranging academic credit for students participating in VEPS. Those participating for a full year received two credits towards graduation. The school system also allowed considerable flexibility in scheduling to facilitate the VEPS work schedule.

Selection of Youth

For the first year of the VEPS program, Fort Worth did not follow the enrollee selection guidelines closely. The VEPS staff maintained that selection was based primarily on factors such as family, health and emotional problems which might lead to a dropout, rather than those having serious academic problems. In selecting VEPS-II enrollees, an attempt was made to follow the revised guidelines more closely. The selection process involved: (1) the determination that the youth met the NYC poverty guidelines, (2) recommendations by school personnel (counselors and teachers), and (3) a final sort by personal interview. For the in-school phase about five percent of the enrollees were selected from a modification school. Although it was conceded that some "creaming" had been done in selecting VEPS-II enrollees, Fort Worth did attempt to reach the probable dropout.

Sixty-three youth were enrolled for the program year. They entered with a mean grade point average of 2.24 and a mean absence level of 24 days. Almost three-quarters (73.0%) of the youth were seniors; 25.4% were juniors. Over half (55.9%) were seventeen years old, 10.5% were over seventeen, and 30.5% were sixteen. Males accounted for 53.4% of the enrollees; 77.8% were black and 14.3% had Spanish surnames.

Job Development

Since Fort Worth had an excellent retention rate among VEPS-I employers, little job development was required for VEPS-II. Almost 100% of the first year employers participated in the second year program. NAB was not involved in any way with VEPS-II.

Most job sites (67.2%) were with employers having fewer than twenty full-time employees, 39.3% had fewer than ten employees. At the other end of the scale, 11.5% of the job sites were with the largest companies (those having 100 or more employees). These stations reflected past contacts and working relationships established by one VEPS counselor in his previous capacity as an administrator in private industry.

A variety of work experiences were offered in Fort Worth. A quarter (25.4%) of the positions were clerical; 20.6% were craft; 19.0% were operative. Only 4.8% of the youth were in sales positions; 11.1% were laborers and 12.7% had experience as a service worker. Four of five (80.3%) had only one work experience; only 1.6% had three or more different experiences.

Counselors felt that the wage sharing feature is a big factor in the VEPS acceptance by the Fort Worth business community. They see VEPS as something more than a "handout" program. In a conservative community, this is important.

Pre-Job Orientation

The summer VEPS enrollees were placed on the job without formal pre-job orientation. For the in-school phase there was no formal pre-job orientation, but there was an attempt by the counselors, on a one-to-one basis, to prepare the youth for the job interview. This component of the VEPS program was the most obvious deviation from program guidelines.

On-Going Counseling

In attempting to up-grade the VEPS in-school counseling, Fort Worth stressed direct counselor involvement with the enrollee on a one-to-one basis.

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No group sessions were held. One counselor had a great deal of contact with his enrollees. He made home visits, weekly job-site contacts, and frequently telephoned parents. He felt that these were quite beneficial for the youth, parents and the program as a whole. The other counselor only dealt with problem situations.

Career Exploration

No career exploration other than that received as a part of the Fort Worth school's on-going career exploration classes was used. VEPS enrollees participated in these classes as part of their credit program for VEPS work experience.

Indicators of Programmatic Impact

An overwhelming majority (96.8%) of Fort Worth enrollees were single. One-third (36.8%) lived with both parents, but over half (52.6%) lived in a female headed household. No data were available on employment for the head of the household, but 68.6% of the families received some welfare assistance and 17.6% lived in public housing. Just over half (52.4%) of the youth had work experience prior to VEPS, but in most cases this was NYC public sector work experience.

Of the sixty-three youth, twenty-two (34.9%) did not complete the program year. All, however, remained in school. Four were laid off or quit, the same number found other jobs and terminated because the program affected their academic performance. Three lost interest and two moved out of the community. Illness, marriage, or school activity each accounted for one termination. The reasons for termination in two cases could not be determined.

Forty-one (65.1%) of the enrollees completed the program. Most of these (46.3%) remained with their VEPS employer. Higher education claimed 17%; a like number returned to NYC. Four (9.7%) were unemployed; one joined the military and one got married.

Overall the mean grade point average of Fort Worth enrollees declined, going from 2.34 to 2.18 for the forty-eight cases where complete information was available. Among completers there was also a decline, but not as great as among all enrollees. For completers the mean declined from 2.49 to 2.34. Exactly half of the enrollees declined in grade point average, 20.8% remained constant and 29.2% improved. Seventeen of the twenty-four who declined went down by three-quarters of a grade point or more; eleven of these had completed the program. Ten of the fourteen who improved did so by three-quarters of a letter grade or more; seven of these completed the program.

While academic performance declined, school attendance improved in Fort Worth. This was true for all enrollees and for those who completed the program. For all enrollees there was a mean improvement of five days, for completers there was a mean improvement of seven days. Three-quarters (74.5%) of all enrollees improved; slightly fewer (72.1%) of the completers improved. However, among all those who did improve, there is more improvement among those who completed the program.

GEORGETOWN, TEXAS

The Georgetown CAP agency covers twenty-seven counties in an area close to the capitol city of Austin. The largest city within the CAP area is Temple (33,431). For the purpose of the VEPS program, this was considered a rural area with many problems unique to a rural program.

Administrative Structure and Staff

The NYC-VEPS sponsor in Georgetown is the Williamson-Burnet County Opportunities, Inc. Administration of the VEPS program was complicated by two factors: territorial spread and lack of cooperation by a number of school districts.

VEPS was administered through the NYC Director. Originally it was planned that the Assistant NYC Director would assume major responsibility for the VEPS program, but this never developed. Two full-time VEPS counselor-job-developers were hired. As the year progressed, these functions were divided; one staff member did the counseling, the other concentrated on job development.

Initially the NYC Director had a number of concerns. He felt he was not in a competitive position in regard to counselors' salaries but had managed to secure funds for one counselor. The NYC Director, through his political connections, did manage to secure additional funds above the original DOL allocation. Another concern was that transportation for enrollees had potential as a very serious impediment to the success of the program due to the rural spread of the program.

On the positive side, the NYC Director was enthusiastic over the prospect of placing enrollees in the private sector, as he was dissatisfied with the quality of some job slots in the public sector, especially the schools.

The regular NYC in-school program had four hundred slots. It was planned to earmark one hundred VEPS slots, starting with thirty in the area's population centers. After experimenting with the logistics of carrying out the program in a setting of extreme distances, it was hoped that they could move into the rural areas. This never happened: enrollment never exceeded twenty-five, and movement into the rural areas never occurred. All enrollee wages were paid by NYC, and the employers were billed for their share. No problems with collection from private employers took place.

One internal administrative problem did affect the VEPS program. VEPS was operated as a nearly autonomous program with the VEPS staff reporting directly to the NYC Director. The NYC Coordinator, who had the administrative responsibility for NYC, was bypassed. Since the VEPS enrollees came from NYC and were working in NYC slots, this was upsetting to the regular NYC staff who saw VEPS as an infringement on their territory.

Enrollee Selection

The staff tried to follow the guidelines in the selection of enrollees. This was particularly true in the initial group of ten selected at the end of the summer. After that, VEPS had to accept transfers from NYC and had little control over the selection process. All enrollees, however, were NYC eligible. The criteria of probable dropout was often operationalized as possible dropout. As the program developed, the location of a job sometimes influenced the selection of the enrollee; this was necessary because of the extreme distances between job site and the enrollee.

Three out of four of the enrollees were male: 30.4% were seventeen, 26.1% were eighteen, only 4.3% were fifteen. Of the twenty-five youth, 60% were black and 12% had Spanish surnames. This was quite at variance with the NYC population which split 50% white and 25% each black and Spanish surnamed. As to grade in school, 16.7% were sophomores, 54.2% were juniors, and 25% were seniors. The mean grade point average for enrollees was 1.84 on a 4.0 scale with an average of 18 days absent during the previous academic year.

Job Development

Several factors hindered job development. Territorial spread made it impossible to develop jobs throughout the area simultaneously. It was decided to concentrate on one population center at a time. Initially, jobs were developed in Georgetown and Bartlett. This was done in early September. Late that month the VEPS job counselor concentrated on Lexington and Temple. Several school districts refused to participate in the VEPS program. San Marcos refused to cooperate, fearing that VEPS would compete with their Cooperative Education program. Georgetown and Temple initially refused to cooperate but the counselors convinced the appropriate school official that VEPS was no threat to other programs and thus secured their cooperation.

The NAB office in Austin was contacted and the reception, according to the counselors, was positive but there was no follow-through on the part of NAB. On a job site visit in Bartlett, the monitoring team met the Mayor who had been instrumental in obtaining four job sites. He was pleased with the program concept and felt that the business people had been enthusiastic also. He explained that "paving the way" was necessary because the community had been very resentful of the VISTA activity and did not want to get involved in any similar program.

Another factor which hindered job development was the substantial amount of under-employment in the area. This made many employers hesitant to hire enrollees at the minimum wage (although the program was paying half) when regular employees were making less than the minimum wage. Many employers felt that it was too much for a youth to earn.

Despite these problems, the jobs developed by the VEPS staff were generally good. The jobs included Day Care Centers, Nursing Homes, ranches, cabinet making, and the usual sales and clerical positions. Most employers were quite small: 28% had fewer than five full-time employees, another 28% had between five and nine, only 16% had over fifty. Service and clerical positions accounted for most of the job stations: 28% of the youth had service jobs and 24% had clerical positions. Sales and craft positions each accounted for 12% of the youth. The rest were evenly divided among professional, operative and laborer positions. Only 12% of the youth received more than one work experience.

Pre-Job Orientation

The initial VEPS orientation totaled about four hours. It was held on two evenings from 7:00 to 9:00 p.m. and consisted of films, talks on things that are important in seeking a job, questions and answers, and group discussion. Primary emphasis was placed on the world-of-work, job attitudes and the work environment. Additional counseling was provided on an individual basis. As additional youth were selected for the VEPS program, the pre-job counseling was handled almost exclusively on a one-to-one basis.

On-Going Counseling

Given the geographic spread, the two-hour weekly counseling sessions proved impossible to implement. For the most part, on-going counseling was handled on a one-to-one basis, usually at the job site. Home visits were rarely made. The VEPS counselor felt that each enrollee received approximately one-half hour a week in counseling. An exception was those enrollees from Georgetown. These enrollees had one hour of classroom study related to their field of interest or general work information such as grooming, how to start a bank account, etc.

Career Exploration

Vocational exploration consisted almost entirely in handing out literature, a few film strips, and occasional personal discussions. This component was quite weak. No field trips were planned nor were any guest speakers brought in. Again the exception was in Georgetown; the one hour a day in the classroom often focused on various aspects of career exploration.

Indicators of Programmatic Impact

All but one of the enrollees was single, and 58.3% came from two-parent households. None lived in public housing (there is little in the area) and only one received any public assistance. A little more than one-third (36.8%) contributed to the support of the family. A plurality (45.9%) were in family situations where the head worked less than thirty-five hours a week; one-fourth (25.1%) came from situations where the head was unemployed. Four of five of the enrollees had previously worked but only 12.5% were working at the time of enrolling in VEPS. For most of the youth, previous employment had been with NYC.

Only seven of the twenty-five youth (28%) completed the VEPS program. Eight of the youth who terminated were laid off or quit, five had transportation problems, three dropped out of school, one found another job and one had a conflict with school activities. Of the seven youth who finished the program, four remained with their VEPS employer, two found other private sector work and one returned to NYC.

The academic indicators for Georgetown are positive, although the small number of cases makes it difficult to draw many conclusions. Three-quarters of the youth for which we had information improved their grade point average, the rest declined. Two-thirds of the completers improved G.P.A., but 80% of the terminators did so. In all cases, improvement was slight, 58.3% of the improvement was a quarter of a grade point or less; 25% was between a quarter and three-quarters of a point. The average improvement was 0.11 on a 4.0 scale. Attendance change was available for only nine cases; seven improved and two remained constant. Six of the seven who improved attendance had terminated the program; both of those who remained constant in their attendance completed the program. The average improvement in attendance was six days.

LAS VEGAS, NEVADA

Las Vegas was one of the second year VEPS cities and had no experience with the VEPS-I program. Clark County School District is the Neighborhood Youth Corps sponsor and is responsible for other work experience programs. While the district covers the entire county, the VEPS-II program was confined to the city of Las Vegas and no attempt was made to initiate the program in surrounding smaller communities.

Administrative Structure and Staff

School system sponsorship of the NYC program, as in other cases, facilitated implementation of VEPS-II. Easy and extensive cooperation of the schools characterized program administration. In addition to the NYC director who devoted some time to supervision of the VEPS program, one other half-time coordinator was utilized. The latter's responsibilities included general supervision of the program, some counseling, coordination with the vocational counselors in each of the high schools, and liaison with the private sector representative. Since the number of youth involved in the program was small and job placement involved a relatively unique arrangement, overall administration and implementation were simplified.

Las Vegas represents a unique VEPS program in that all of the enrollees were placed with the same employer--the main and branch offices of the Bank of Nevada. The entire program was coordinated with the bank including the selection, orientation, counseling and work experiences of the youth. Due to a high turnover rate among its employees, the bank approached the school system with a proposal for a bank training course; this developed simultaneously with the VEPS-II program. Under terms of the agreement worked out between NYC and the bank, a highly structured but relatively simple program was organized. A Bank Advisory Board consisting of representatives of the various departments in which the enrollees would be working was established, and a bank official was designated as general coordinator for the bank. NYC also designated a half-time coordinator. Youth were selected for the program and an orientation program was conducted through joint efforts. Counseling routines were to be handled by the school personnel with the advice and assistance of bank officials and the advisory board; work supervision was the responsibility of the bank.

The bank kept all time records, issued all checks, and billed NYC once a month. In addition the bank provided salary increments on an incentive and performance basis. Academic and counseling records were maintained by NYC and the school system. A vocational counselor was stationed in each of the high schools to work with the VEPS enrollees as part of the normal NYC assignment; responsibilities included liaison with work and central NYC, school counseling, and remedial education where required. The NYC VEPS coordinator provided overall direction to the program, participated in the liaison with the bank, and assisted in counseling of the youth. As executed, the program was well coordinated and administered.

Enrollee Selection

As part of the agreement with the bank, no more than fifteen youth were to be placed on work stations at any one time. Twenty-one youth were recruited, the extras serving as backups. All youth met the NYC eligible guidelines. The agreement between the bank and NYC called for the selection of sixteen year old, eleventh grade students who expressed an interest in banking as a career. NYC identified eligible youth and performed the preliminary screening; the advisory bank board conducted interviews and participated in the final selection.

The effect of the procedure was to select youth who would most benefit from the program, who had an interest in banking, and who showed a reasonable chance for success. Both the NYC staff and the bank personnel insisted that creaming was a necessity for this particular component. Of the twenty-one enrollees, nineteen (90.5%) were female; they were equally divided (42.9% each) among sixteen and seventeen year olds; one was eighteen and two were nineteen. Two-thirds were black; none had a Spanish surname. Twenty were seniors. The selectivity process is demonstrated by the fact that the mean grade point average for the beginning group of enrollees was 2.73 on a 4.0 scale; mean days absent totalled 18.

Job Development

All work stations were with the Bank of Nevada. Work assignments were spread throughout the various bank departments. The availability of these work stations was the major impetus to implementation of VEPS. Some consideration was given to expanding the program to include other employers having a large bloc of jobs. Efforts here did not progress beyond a preliminary investigation stage.

Pre-Job Orientation

Pre-job orientation involved close coordination between NYC and the bank. Following selection, youth were provided a basic world-of-work orientation, largely the regular NYC training. A specific course was developed for the youth geared to principles and procedures of banking. A teacher coordinated the course which involved substantial instruction by banking personnel and followed a course curriculum developed by the California Bankers Association.

Enrollees began the course on June 15 and were assigned work stations on June 20. The normal day consisted of two hours in the classroom and four hours on the job. During the in-school phase, enrollees worked up to four hours a day. The course lasted twelve weeks, and graduation credit was arranged for its completion. Because of the single employer, the orientation program was highly concentrated and extremely effective.

On-Going Counseling

Again due to the selective recruitment process, counseling problems were minimal compared to other programs. School counselors, coordinated and assisted by the VEPS coordinator, handled most of the routine school and personal counseling; group sessions were held as a supplement to regular individual meetings. On the job, a bank official was assigned as a trouble shooter and handled most problems arising between the youth and his supervisor or fellow workers. VEPS staff were brought in as the occasion demanded. Most of the youth adjusted quite well, although home problems did affect the work performance of some. VEPS staff attributed this difficulty to the fact that the youth was receiving a regular paycheck in a welfare situation. These were largely problems which neither the bank nor NYC could effectively resolve. As the attempt was made to mitigate the more serious effects of the home situation, VEPS counselors came to the conclusion that a structured program for the parents was required which, in part, would inform them of the abilities and deficiencies of the youth. Home contacts were normally limited to crisis situations.

Vocational Exploration

Vocational exploration, except within the broad confines of the banking profession, was limited. Since all but one of the youth were seniors, the program did provide an immediate prospect for employment upon graduation.

Indicators of Programmatic Impact

Twenty-one youth were enrolled in the VEPS program in Las Vegas. All were single, and most (71.4%) came from a female-headed household. Nineteen percent had both parents present in the household. One-third of the heads of households were employed full-time, but 52.4% were unemployed. In almost two-thirds (63.2%) of the cases, the youth contributed to the support of the family; while 22.2% resided in public housing, 60.0% of the families received some sort of welfare assistance. Sixty percent of the enrollees had held a job for thirty days or more, almost all of them in the regular NYC program.

Thirteen youth (61.9%) completed the program. Of those who terminated, none dropped out of school. Four of the eight terminators found other private sector jobs, one quit the bank job, one declined to participate due to an adverse affect on his school performance, one was simply not interested, and one became pregnant. Four of the terminators graduated from high school.

Among completers, twelve graduated while the other youth was continuing in summer school to earn the diploma. Only one of the twelve was not working, although the bank had offered a full-time position.

The impact of VEPS upon academic performance was marginal in Las Vegas. Mean grade point average rose +0.09 from 2.58 to 2.67. Attendance deteriorated, however, by an average of one day. In three-quarters of the cases, grade point improved, compared to a decline in 12.5% of the cases. Almost the reverse occurs with attendance; only 28.6% improved while 71.4% declined. Once again, the association between grades and attendance is weak and borders on being inverse.

PITTSBURGH, PENNSYLVANIA

The Pittsburgh Board of Education sponsors the primary in-school NYC program in the City of Pittsburgh. Summer NYC programs are sponsored by the City, Board of Education, and the Catholic Archdiocesean school system. The Archdiocese also sponsors an in-school NYC program that operates in areas outside the City of Pittsburgh. Since the Pittsburgh Board of Education's NYC program had conducted a VEPS-I program, the VEPS-II program profited from the previous years experience. The report on VEPS-I program contains additional information on the Pittsburgh effort.

Administrative Structure and Staff

VEPS-II benefited from the Board of Education sponsorship of NYC in several ways. First, access to schools and school records was easier than it would have been for an outside agency. Second, the space for VEPS staff was in the Occupational-Vocational Training Center. This arrangement put the VEPS staff in direct contact with other personnel in Pittsburgh's vocational training programs.

A third advantage of Board of Education sponsorship in VEPS-II was the presence of the Select Employment Training program (SET) which was funded by the U.S. Office of Education. This program was directed toward the same types of students as VEPS but required that the private sector employers pay the entire amount of enrollee wages. Intensive counseling was provided through the Office of Education funding. When an employer did not want to be involved in any cost sharing arrangement such as VEPS, a training position could still be obtained using the SET program. On the other hand, when an employer balked at paying the wages for a student, the worksite might be secured for the VEPS program due to the 50-50 cost sharing arrangement.

Administratively, the director of placement supervising both VEPS and SET acted as the VEPS coordinator. He reported to the Director of the OVT Center and was in close contact with the NYC director. The NYC program was also housed at the OVT Center.

The staffing of VEPS and SET only overlapped to a slight degree. Three professional staff persons served as VEPS counselors; the SET program utilized two paraprofessionals. VEPS counselors were certified and had been in the school system previously. The VEPS counselors occasionally provided some assistance to SET and vice versa. There was some staff turnover during the year but it did not significantly affect the VEPS program.

Due to an accounting problem the Board of Education did not adopt the 50-50 cost sharing procedure for all hours worked. Instead, Pittsburgh used an equivalent arrangement. The NYC program paid all the wages for enrollees in the first half of the program and the employers paid the entire amount of the wages in the second half. This procedure could create difficulty if employers refused to pay when it was their turn or simply fired the youth. However, only one employer failed to pay his share of the wages.

Enrollee Selection

VEPS-II was targeted for sixty enrollees including some carryovers from the first year program. The NYC in-school program had 740 enrollees. The selection process was essentially unchanged from VEPS-I. High school counselors and NYC personnel were contacted regarding potential dropouts who could benefit from the work experience and counseling which VEPS provided. VEPS personnel checked academic records for grades and attendance information as a further indicator of probable dropout status.

Pittsburgh enrolled seventy youth from thirteen high schools and two junior highs. All were eligible for NYC. The mean grade point average for enrollees was 1.39 on a 4.0 scale. This was the lowest of the ten VEPS-II cities studied.* The average number of absences during the 1971-72 school year was 35 days. As in VEPS-I the program enrolled some educable mentally retarded students.

Thirty-one (44.3%) of the enrollees had participated in the VEPS-I program. Forty-one (58.6%) of the enrollees were male and twenty-nine female. As of July 1, 1972, thirty-two (45.7%) were 17 years old, fifteen (21.4%) were 16 and another fifteen were 18, four were under 16 and four were over 18. There were sixty-five black enrollees and five white. Forty-three (61.4%) enrollees were entering their senior year, while sixteen (22.9%) were entering their junior year. The remaining eleven students were sophomores or below.

Job Development

The carryover of thirty-one enrollees from the VEPS-I program meant that fewer new training stations were required. The VEPS counselors developed the jobs relying primarily on personal contacts. The existence of the SET program was a positive factor in job development with some interchange occurring between VEPS and SET.

The main selling point to the employers for both VEPS and SET was that the students would receive intensive counseling and follow-up services. This feature offset any reservations employers might have had about the type of students in the programs. The counselors made most contacts with smaller employers, although they had some success with larger employers. Several mailings to employers which presented a case history for several anonymous youth was attempted, but response rates were very low. However, several openings did result from this approach.

VEPS training sites were developed for sixty-nine enrollees. Over one-half (52.2%) of the employed enrollees were placed with employers having fewer than twenty full-time employees. Slightly over one-quarter (27.5%) were with firms having 20-49 workers, while one-fifth (20.3%) were in companies with over 50 employers. Enrollees' VEPS work experiences were concentrated in five general occupational categories: 29.0% trained as operatives; 21.7% service; 18.8% sales workers; 15.9% clerical; and 14.5% laborers.

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*No academic data was available in Eugene, Oregon.

Slightly more than one-quarter (26.1%) had two work experiences and the other enrollees had one.

Pre-Job Orientation

Pre-job orientation was conducted in early August. The sessions were held daily for three hours for a three week period. The VEPS staff presented material from the VEPS Model as well as began an introduction to the topic of vocational choice.

The sessions followed closely the procedures used in VEPS-I. Discussion focused on the types of positions available, necessary world-of-work attitudes, completing application blanks and related subjects. A variety of materials available in the school system such as films and tape cassettes were used.

On-Going Counseling

This aspect of VEPS-II proved to be as difficult as it had been in VEPS-I. The problem was the number of situations requiring the counselors' attention. Pittsburgh had selected probable dropouts for the program aggressively and as a result had enrollees with the lowest initial grade point of the cities studied. The counselors worked with school, home, and work related problems of enrollees.

Pittsburgh was especially diligent in maintaining contact and trying to assist youth even if they left the VEPS program or dropped out of school. This added an important dimension to the program.

The counselors worked closely with school personnel to work out individual class schedules so that enrollees would be able to work during the in-school portion of VEPS. In checking the enrollees' schedule and records before placement counselors discovered several cases of youth who thought they were going to graduate, but would not have had enough credits. VEPS counselors were instrumental in alerting the youth and regular high school counselors and changing course schedules wherever possible.

Counseling contacts were usually made on an individual basis once and often twice per week. Most contacts occurred at the worksite, although a number were made at school or at home.

Vocational Exploration

Pittsburgh did not institute formal group sessions to present vocational exploration materials. They were faced with the same problems that were encountered in VEPS-I. First, the long distances and limited ability to travel rapidly was a problem in the metropolitan area. This is true for travel from school to the work station or a central meeting place. Second, the enrollees were disadvantaged youth with a number of problems. Regular counseling and crisis intervention took a great deal of time. When combined with job development efforts, little time was left for regular sessions.

Two years experience with VEPS has made clear the difficulties of implementing vocational exploration sessions. In Pittsburgh, the youth selected for the program required too much other attention. Also, certain training sites were unwilling to allow the program counselor to control the enrollees scheduling at the worksite. Additionally, many employers feel that even with 50-50 cost sharing the enrollees have too many problems to make their employment truly profitable. Most viewed their participation as being evidence of their civic mindedness rather than strictly a business proposition.

Indicators of Programmatic Impact

The Pittsburgh VEPS-II program enrolled seventy youth. All the enrollees were single and thirty-nine (55.7%) lived with their mothers, another 31.4% lived with both parents. In over three-fifths of the cases (61.4%) the household head was unemployed; 18.6% were working more than thirty-five hours per week and 20.0% were working less than thirty-five hours. Sixty percent of the enrollees resided in public housing and fifty percent were in families receiving public assistance. In spite of the above figures which indicate that the VEPS-II enrollees were from low-income families with a potential for difficulties, only eleven (15.9%) youth reported that they were contributing to the support of their families.

Most (68.6%) of the enrollees had worked prior to joining VEPS-II. Forty-three (61.4%) had held a job for more than thirty days. The general occupation of these positions was service (21), semi-skilled (16), clerical (4), and other (2).

Of the seventy VEPS enrollees, fifty-two (74.3%) completed the second year program. This total included thirty-two youth who completed VEPS-II and graduated from high school. As further indication of the impact of the program in aiding the youth in securing full-time employment following graduation, twenty-six enrollees who graduated were retained at their VEPS-II employers while two found other private sector employment and one found a public sector job. Of the other three completers who graduated, two were married and one joined the military service. Therefore, none of the graduating VEPS-II completers was in the not working category.

The disposition of all fifty-two VEPS-II completers was: remained at VEPS employer (44); other private sector employment (2); married (2); returned to NYC (2); military service (1); and public sector employment (1).

Eighteen (25.7%) youth terminated from the program during VEPS-II. Of the terminators, eight (11.4%) dropped out of school. Eight terminated and remained in school while two terminated and graduated from high school. The ten students who left the program, but did not drop out of school were fired from their VEPS position (7), and never had a VEPS job, married, and transferred to NYC (1 each). The eight school dropouts were equally divided between leaving school for employment and other reasons.

The Pittsburgh VEPS-II program also had a good record regarding academic performance. The data on improved academic performance was stronger with forty-one (67.2%) enrollees improving, four (6.6%) remaining the same and sixteen (26.2%) declining. The improvement ranged from ten (16.4%) who improved by +1.26 or more of a grade point to eleven (18.0%) who changed marginally between +.25 to -.25 of a grade point. Thirteen (21.3%) had an improvement of +.76 to +1.25 and a like number improved by +.26 to +.75.

Eleven (18.0%) had declines of -.26 to -.75 while only three had more severe declines.

As in other cities the attendance data was less positive. Twenty-nine (48.3%) enrollees improved and declined while two remained unchanged. Twenty of the improved performances were for ten days or more while eighteen of the declines were for ten days or more. Twelve students had slight changes of plus or minus three days during the year.

PUEBLO, COLORADO

Pueblo was another city whose first experience with the program was VEPS-II. The OEO-CAP agency in Pueblo sponsored the NYC program. The VEPS-II program was limited to the five high schools serving Pueblo.

Administrative Structure and Staff

The VEPS program was staffed by a coordinator who was responsible for all phases of program operation. The VEPS coordinator was located in the NYC office and reported to the NYC director. The coordinator's previous background was in youth work and counseling in community programs.

NYC administrative forms such as enrollee applications, time sheets and progress reports were used in VEPS. In addition to the regular file on each VEPS enrollee, the coordinator kept a detailed card record on each student. Close contact with the NYC program was maintained due to the VEPS location in the NYC offices. This contact facilitated other arrangements, such as enrollee transfers between VEPS and NYC.

The experience of the NYC program and the VEPS coordinator indicated that cooperation with the school system would be relatively good. One unanticipated problem arose in matching the enrollees' job interests to private sector positions. In several cases, such as an interest in counseling, the career interests of the enrollees could have been better served by placement in the public sector. Although the NYC program could enroll youth and place them in the public sector, it was not able to match the intensive counseling which VEPS provided. Program flexibility in job placement to accommodate such differences should be built into future program designs.

Enrollee Selection

Pueblo's VEPS program was targeted between thirty and forty youth. Selections for the group to receive orientation were made by the VEPS coordinator. A few students were enrolled after the initial group had been selected.

The VEPS coordinator focused on enrolling probable dropouts. The coordinator met with the high school counselors in each of five high schools during the summer. After outlining the goals of VEPS, each counselor provided a list of six students whose academic or family problems would qualify them for the program. Some of the factors considered were academic progress, high school adjustment problems and family difficulties. Eligibility for free school lunches was used as a preliminary indication of low-income status necessary to qualify for NYC.

After obtaining the names, the VEPS coordinator made personal contacts with the youth to explain the program and invite them to participate. As a result of this process, youth entering the program had a reasonable understanding of the program's objectives. At the same time, the VEPS coordinator verified that the enrollees were eligible for NYC (many had participated in previous summer programs) and generally met the other VEPS guidelines.

Forty-one youth in Pueblo participated during the VEPS-II program year. Slightly under two-thirds (65.9%) of the enrollees were male. Almost one-half (48.8%) were seventeen years of age at the time of enrollment, another 31.7% were sixteen. Five enrollees (12.2%) were eighteen or older, while 7.3% were under sixteen. Enrollees with Spanish surnames accounted for 95.1% (39) of all enrollees; one was black and one white. A large majority (70.7%) of the enrollees were entering their senior year with the remaining enrollees going into their junior year. The VEPS coordinator anticipated that many of the seniors would retain their VEPS employment or go on to further education or training after the program.

Job Development

Pueblo encountered the same situation that existed in other VEPS cities, namely, that developing jobs with employers takes a considerable amount of personal contact and follow-up. This is especially true when explaining a relatively complex program such as VEPS to smaller employers who have not had previous contact with manpower programs.

The VEPS coordinator began job development in the summer and continued throughout the program year, except during the Department of Labor freeze on manpower program enrollments. Contacts were initiated by the coordinator among previous acquaintances as well as businesses which offered the type of training that matched enrollee interests. Job development was conducted in the morning during the period of the pre-job orientation sessions.

The coordinator felt that being female brought mixed results; sometimes helping secure training positions, but often obtaining polite refusals. This subjective judgment was tested somewhat late in the program year when an older man in the Public Employment Program was assigned to the coordinator to assist in job development. Working as a job development team his presence appeared to have a more favorable impact on potential employers than did the female VEPS coordinator.

Attempts were made to obtain positions in a wide range of firms both in terms of type and size. Greatest success was achieved with smaller businesses; this is partially a result of the type of businesses in Pueblo. The recommendations on implementing the VEPS-II guidelines suggested concentrating on smaller employers, and Pueblo VEPS followed that advice. Smaller employers also fit well with the coordinator's interest in matching jobs to enrollee interests and gaining access for counseling follow-up.

VEPS work sites were developed for thirty-six enrollees. Three-quarters of the enrollees (27) were placed with employers having fewer than ten full-time employees. The other nine enrollees were scattered in the other employer size classes from 10-19 to 100 and over. The job classifications for the enrollee's VEPS work experience were as follows: 36.6% in the operatives category; 14.6% in laborers; 12.2% each in clerical and kindred workers and service workers; 7.3% craftsman and 4.9% sales workers. Over four-fifths of the enrollees (83.3%) remained with one employer during their program participation (which may have been less than the full program year), while 16.7% had two or more work experiences.

Pre-Job Orientation

The VEPS coordinator conducted the pre-job orientation program for the enrollees. The entire enrollee group met for the sessions which were held for several hours each afternoon for two weeks. Attendance was good because of the coordinator's initial explanation of the program during recruitment and intensive follow-up.

The sample orientation materials contained in the VEPS Model were used extensively. Special attention was focused on filling out the sample application forms and role playing for job interviews. In addition, several guest speakers made presentations concerning career choice, educational opportunities beyond high school and community social service resources.

On-Going Counseling

Counseling contacts were maintained primarily at the work site and through home visits. Less frequent contacts were made at school and at the NYC office. The VEPS coordinator worked regular counseling contacts into her schedule of continuing job development. Counseling at the job site was often coupled with handling time sheet and payroll matters.

Most of the counseling problems involved job related matters, although school and family problems were also encountered. Several enrollees were involved in traffic offenses during the year, and the coordinator assisted these youth in their court appearances.

Vocational Exploration

The vocational exploration component was not implemented through formal sessions. Instead, the coordinator aided the youth in enrolling in the regular high school vocational program where these classes matched the enrollees' interests or VEPS work experience. In a number of cases the enrollees were able to secure high school credit for their participation in the VEPS program.

The coordinator devoted a significant portion of her time to working with the enrollees to enable them to pursue further training in their chosen career area. These efforts resulted in a number of VEPS enrollees pursuing vocationally related programs at junior colleges and others going into apprenticeship programs. In most of these cases the enrollees were able to retain their VEPS employment while continuing their training.

Indicators of Programmatic Impact

A total of forty-one youth were enrolled in the Pueblo VEPS program. Two of the youth were married. Slightly over two-fifths (41.5%) of the enrollees lived with both parents and 39.0% were living with their mother only. The head of the household was unemployed in 77.5% of the cases, while the other 22.5% were working more than 35 hours per week. Over two-thirds of the youth contributed to the support of their family; although only 15.0% lived in public housing, two-thirds of the families received some form of welfare assistance. Most of the enrollees (90.2%) had held a job for more than thirty days, but this was usually in the NYC program. Clerical and service occupations accounted for over half of these previous jobs.

Of the forty-one enrollees, sixteen (39.0%) completed the full year program. Ten (24.4%) of the enrollees who terminated dropped out of school. The fifteen who terminated but remained in school (eleven of whom graduated) left VEPS for a wide range of reasons. Three quit their work stations and two each found another job, moved from Pueblo and transferred to NYC. The other six left for reasons such as lack of interest, marriage and illness. Three of the ten enrollees who dropped out of school did so to be married, two left for full-time jobs and five for other reasons.

Sixteen students completed the VEPS program. Of the completers, eight (50.0%) remained at their VEPS employer; two went into military service; one continued his education; two returned to the NYC program; and three had other outcomes. None of the completers were in the not working category.

The academic and attendance data on Pueblo completers is not complete because some enrollees were in a special school program which were ungraded. In two cases, records from the year prior to VEPS were unavailable due to incomplete transfer records.

One-half of the ten VEPS completers with available information improved their grade point average and half declined. Four improved by +.26 to +.75 of a point; four had marginal changes of +.25 to -.25; and two had declines of 1.25 grade points. Attendance data was more favorable with all but two enrollees showing improvement. Three improved by more than ten days while only one declined by that much.

SALT LAKE CITY, UTAH

The sponsorship of VEPS-II in Salt Lake City shifted from the Salt Lake City Board of Education which had sponsored VEPS-I to the OEO-CAP sponsored NYC program. This change was not accomplished without some difficulty and staff turnover. The overall impact was to create some initial problems during the transition while staff were being replaced. The report on VEPS-I contains additional information on Salt Lake City's VEPS effort.

Administrative Structure and Staff

VEPS-II continued to serve four school districts after the NYC program sponsored by the local community action agency took over administration of VEPS. The school districts in VEPS-II were Salt Lake City, Jordan, Granite, and Murray.

As a result of the changeover, the VEPS office was moved from the Salt Lake City Board of Education offices to space in the NYC offices which were in the main office of the community action agency. This change improved communications between the NYC director and the VEPS coordinator, although these had been good during the VEPS-I program year.

A more difficult problem was the changeover in VEPS project staff. Several of the counselors became concerned that there would not be a second year of VEPS. Since they did not have tenure with the school system and were not employees of the NYC program, they sought positions elsewhere. In addition, the VEPS-I coordinator elected to remain in a tenured position with the school system.

VEPS-II did not lose all continuity since the new coordinator had been a counselor in the first year program. The coordinator reported to the NYC director. The counseling staff was built back up in the fall with the addition of two persons with some previous youth counseling experience. The transition in the late summer caused a reduction in counseling effectiveness at that time.

Once the program was clearly shifted to NYC, there were several benefits. NYC had been working with schools for some time and the access to high school counselors was no more difficult than under Board of Education sponsorship. NYC was more flexible on some matters such as payroll procedures than the Board of Education had been. Expense and budget information was centralized in the hands of the NYC directors.

The new 50-50 cost sharing arrangements were adopted for all work stations including employers who had participated in VEPS-I. Payroll procedures for new work stations were changed so that enrollees were paid on the company payroll with NYC reimbursing the companies for their share of costs. This change had been suggested in the VEPS Model to provide a closer indentification between the enrollee and the worksite. Enrollees carried over from VEPS-I were retained on the NYC payroll and their employers reimbursed

NYC. The time sheets and payroll checks for enrollees on the NYC payroll were handled bi-weekly. Time records for reimbursing enrollees on company payrolls were collected monthly.

Enrollee Selection

VEPS-II enrollee were recruited from sixteen of the eighteen high schools in the participating school districts. Since the VEPS-I counselors were to be employed through the summer using unexpended funds, they began the selection process in May, 1972. The academic and vocational counselors in the high schools were contacted by the VEPS counselors to determine students who might be potential dropouts.

The VEPS counselors also obtained lists of students whose fees had been waived to aid the counselors in recruiting low-income students. The selection process did not use records of grades or attendance, but relied on the VEPS and high school counselors' knowledge of students who could benefit from program participation.

VEPS had 122 enrollees during the entire program year. However, initial recruiting was targeted for one hundred slots. This number was in line with the number served in VEPS-I program and below the 130 in-school NYC enrollees. The VEPS-II coordinator was responsible for all enrollees. In addition, enrollees in Salt Lake City more than elsewhere left VEPS due to conflicts with their academic work or other school activities. This may be attributed in part to trying to work with several different school districts.

Sixty-six (54.1%) of the 122 enrollees served during the year were male. Fifty-four (44.3%) enrollees were sixteen years old, forty-three (35.2%) were seventeen; fourteen (11.5%) were fifteen or under, and eleven (9.0%) were eighteen years old. Eighty-five (69.7%) were white, nineteen (15.6%) had Spanish surnames, thirteen (10.7%) were black and five (4.1%) had other ethnic backgrounds. Students entering their junior year accounted for 53.3% of the enrollees and 44.3% were moving into their senior year while 2.5% were to be sophomores.

Job Development

The job development task was reduced by the carryover of forty-one enrollees from the VEPS-I program. Most of these enrollees remained with their VEPS-I employer. The remaining job slots were developed by the VEPS staff using personal contacts and employer convassing. These procedures produced the suggested emphasis on smaller employers.

Worksites were developed for all 122 enrollees during the VEPS-II year. Over two-fifths (42.6%) of the enrollees were in small business employing fewer than five full-time workers. Training stations with 5-9 full-time workers employed 15.6% of the enrollees with and additional 16.4% in firms having 10-19 employees. Ninety-one (74.6%) of the VEPS enrollees were in companies having fewer than twenty full-time employers. Twenty-three (18.9%) were with companies employing 20-49 and eight (6.6%) with firms having 50 or more employees. The general occupational categories in which enrollees receiving training were: 27.9% as clerical workers;

24.6% operations; 14.8% service workers; 13.9% laborers; 10.7% sales workers and 8.2% craftsmen. Approximately three-fifths (61.5%) of the enrollees had one work experience in VEPS-II, 27.0% had two, and 11.5% had three.

Pre-Job Orientation

A formal pre-job orientation program was presented for the fifty-nine new enrollees who had not participated in VEPS-I. Ten four-hour sessions were conducted in three high schools over a two week period. This represented a major change from the first year when no pre-job orientation sessions were held.

The VEPS counselors conducted most of the sessions using materials from the previous year's vocational exploration workshops and other topics from the VEPS Model. In addition to covering the necessary world-of-work concerns, the pre-job orientation program began vocation exploration for the enrollees. Speakers from business and industry were used to describe careers that were available.

The information usually included a general assessment of entry level requirements and demand in the Salt Lake City area.

On-Going Counseling

Salt Lake City VEPS-II employed the same techniques that had been used the first year. Most of the counseling (as opposed to the vocational exploration sessions discussed below) contacts were on a one-to-one basis. Counselors would meet with the enrollee at school or on-the-job.

The counselors met with participating employers at least once each month. Also, a minimum of three home visits were scheduled for the year. Enrollees faced personal problems similar to youth in other cities. Transportation was one problem that appeared more severe in the Salt Lake City area. The dispersal of enrollees among several school districts and the resulting difficulty in locating positions close to the enrollees' homes required additional time of the counselors. The counselors provided remediation especially in English and math for some of the enrollees.

Vocational Exploration

Vocational exploration sessions were conducted monthly between October and April. Each month the same session was repeated at three high schools. Since the sessions had been started in VEPS-I most of the employers were aware of them prior to the start of school.

The sessions continued and expanded upon the materials presented during pre-job orientation. Guest speakers were used although the counselors conducted the majority of the meetings. The counselors worked with the school districts to obtain high school credit for the VEPS experience. Approximately one-third of the enrollees received credit; many did not need any extra credits to graduate.

Attendance at the exploration sessions was required. A few enrollees were terminated after they missed three sessions.

Indicators of Programmatic Impact

Salt Lake City's VEPS program enrolled 122 youth during its second year. All but two enrollees were single. Fifty-seven (46.7%) lived with both parents and another 40.2% lived with their mother only. The remaining sixteen enrollees lived with a guardian (9) or other arrangements (7). In fifty (48.5%) of the cases, the household head was not working while in forty-four (42.7%) cases the head was working more than thirty-five hours per week. Thirty-two enrollees responded that they contributed to the support of their families. Only eleven enrollees lived in public housing. Thirty-four (28.8%) were in families receiving some form of welfare assistance.

Sixty (61.2%) enrollees had worked previous to their VEPS experience. Of the sixty, forty-five had held a job for more than thirty days. The general occupational classification for these positions were service (36.6%), semi-skilled (17.0%), agriculture (9.8%), clerical (7.3%), sales (2.4%), and other (26.8%).

Fifty-four (44.3%) of the 122 enrollees completed the second year VEPS program. Twenty-five of the VEPS-II completers also graduated from high school. Of the high school graduates, thirteen (52.0%) were retained at their VEPS employer while seven (28.0%) found other private sector employment. Four (16.0%) completers who graduated were not working and one moved out of the Salt Lake City area. Forty-five of the fifty-four program completers either remained with their VEPS employer or found other private sector employment. Eight were not working and one had left the area.

Seventy-eight youth terminated during the program year. Only eleven (9.0%) of the enrollees who left VEPS dropped out of school. Fourteen of the terminated enrollees graduated from high school. Other than dropping out of school the most often cited reasons for leaving VEPS were lack of interest (ten); affected academic performance (nine); found another job (eight) and quit (seven). No reason was mentioned more than four times.

The academic data revealed that thirty-two (59.3% of the fifty-four completers) enrollees improved their grade point average while twenty-one (38.9%) declined and one remained unchanged. Seven (13.0%) completers improved by +.76 of a grade point or more while only three (5.6%) dropped by as much. Sixteen (29.6%) improved by +.26 to +.75 and 10 (18.5%) declined by -.26 to -.75. The grade point average for eighteen (33.3%) enrollees changed in the narrow range +.25 to -.25.

Attendance data was more difficult to obtain. Records on twenty-nine program completers indicate that fifteen improved, thirteen declined, and one remained unchanged. This pattern of less favorable performance in the attendance indicator was observed in other cities. Fourteen of the enrollees had a change in absences between plus and minus three days. Nine improved by four days or more while six declined by at least four days.

SAN BERNARDINO, CALIFORNIA

The Office of the County Superintendent of Schools is the NYC sponsor; San Bernardino County includes sixteen school districts. Individual school districts subcontract for the operation of the NYC programs through the County Office. The County also provides special services and programs for participating school districts and maintains an extensive career exploration capability in personnel, hardware and software, and library. The County Office is well financed and staffed, and the services it renders are generally excellent. San Bernardino County NYC participated in the VEPS-I program (1971-72), and the experience gained permitted easy transition to VEPS-II; only San Bernardino City Unified School District was involved in the VEPS-I program. In VEPS-II eight other school districts were involved: Yucaipa, Fontanna, Colton, Chaffey, Rialto, Chino, Barstow, and Victor Valley.

Administrative Structure and Staff

The San Bernardino VEPS program was facilitated by two programmatic factors: (1) prior experience of the County Schools with NYC and vocational education projects; and (2) prior experience with the first-year VEPS program. With the exception of private sector worksites, the regular NYC program had, prior to 1971, incorporated much of the VEPS concept. Thus, the transition to VEPS was relatively simple. Few administrative problems developed since program administration, counselor supervision, and enrollee work records were centralized with the County Schools. Enrollee academic records were maintained by the individual school districts, while counseling reports, internal monitoring, and enrollee assessments by counselors and employers were centralized with the County NYC/VEPS coordinator.

Eighteen high schools were involved from the nine participating school districts. Excellent coordination and cooperation was attained with regular school personnel. Since the Office of County Schools had previously handled all special and NYC programs, the question of direction and administrative control never arose.

Payroll procedures were administered by NYC. Enrollees received two checks, one representing the fifty percent private sector share and the other the fifty percent NYC. The wage sharing feature proved very attractive to employers and did facilitate job development. Early release from classes, high school graduation credit for work experience, and tailored curriculum changes were standard aspects of the program.

In addition to the NYC director and the VEPS coordinator, four full-time counselors were utilized in the program. One counselor was placed in San Bernardino; others were located in Colton, Chaffey and Yucaipa. There was turnover in one of the counselor positions during the course of the program. One of the counselors had participated in the VEPS-I program and was continued in VEPS-II with DOL funding. The other counselors were hired through funds made available through the Public Employment Program. The VEPS coordinator was provided by San Bernardino County. Job specifications were prepared and distributed through the Human Resources Development Agency which is the state employment agency. Approximately fifteen applicants were processed through interviews. None of the counselors were certified, although one had embarked on certification training. No problems were encountered with state regulations.

The VEPS coordinator held regular weekly meetings with the counseling staff, and also communicated with the NYC director on a regular weekly basis. Full staff meetings were held once a month.

The experience of San Bernardino County with the prior VEPS program greatly eased the implementation of the VEPS-II program. Adequate and frequent communication among the staff was the rule, and the counselors were provided with adequate flexibility in conducting the program. The geographic spread of the program did create some coordination problems.

Enrollee Selection

The VEPS program in San Bernardino County, initially targeted for between 100 and 150 youth, did enroll 125. The enrollee selection process began in late May and early June. All enrollees were drawn from previous NYC rolls; two enrollees carried over from VEPS-I. Potential enrollees for the program were selected on the basis of their academic performance, incidence of school related problems, and whether the youth was currently unemployed or underemployed, or employed in non-meaningful work. Less emphasis was placed on academic indicators in order to improve acceptability to employers. Although the enrollees did not strictly represent probable dropouts, the youth were chosen from the lower end of the scale in terms of family income. Each of the youth was personally interviewed by the counselor before acceptance into the program. Counselors selected back-up youth to replace any who might drop out of the program.

In the selection process VEPS counselors did contact parents to solicit their approval of the VEPS program and to secure their cooperation in its implementation; home contact was made immediately prior to job placement. The decreased emphasis on the dropout criterion is reflected in the baseline academic indicators used in this study. Mean grade point average for the enrollees was 2.31 on a 4.0 scale. Absence rate averaged eleven days. Of the 125 youth, 42.4% were male. Most (48.8%) were age sixteen at time of enrollment, and 39.2% were age fifteen. All youth met the minimum age at the time of job placement. A plurality (40.8%) were white, while 36.8% had a Spanish surname and 22.4% were black. Reflecting the youth age, only 15.2% had completed their junior year; 68.8% had completed their sophomore, and 13.6% their freshman.

Job Development

Job development was conducted by the VEPS counselors, assisted at times by the VEPS coordinator. In San Bernardino, twenty-five employers who had participated in VEPS-I carried over into VEPS-II. No assistance from NAB or the Chamber of Commerce was received directly. In the other areas, job development faced competition from other programs, and some suspicion of VEPS was apparent among the regular work experience personnel. As a consequence, VEPS counselors did not attempt to recruit placements from regular work experience job sites.

The wage sharing feature proved a strong selling point, particularly in the outlying areas. Job developers used many of the normal tactics such as telephone contact and door-to-door solicitation. To aid the development process, the program developed and distributed descriptive flyers; these proved to be quite useful. An employer agreement form was also used which eliminated all but a few cases of employer misunderstanding about the program.

Some transportation difficulties were found in the outlying areas due to a lack of adequate public transportation. School and work hours were adjusted to make use of the school bus schedules, and many youth had access to automobiles. Most of the youth were placed by the beginning of school; those who had not been placed were held on NYC work stations until a suitable position could be found. Counselors maintained weekly contact with employers by visiting the work station; this was supplemented by frequent, but irregular telephone contact.

Two-thirds of the work stations were with employers having fewer than twenty full-time employees, while 80.8% were at sites with fewer than thirty. Nearly a third of the sites were in the range of ten to nineteen full-time employees. Over one-third (33.6%) of the positions were clerical in nature, while 16.8% were operatives, 15.2% service workers, and 14.4% sales. The majority of youth (79.2%) remained at the same employer throughout the experience, while 19.2% had two work stations. The usual occupational titles were well represented, but among the more unusual work stations were those in roofing, upholstery, candle making, book binding, floral arranging, advertising, machine repairing, and carpet laying.

Pre-Job Orientation

The sixty hour orientation session began on July 1 and was based on the VEPS-I experience. Counselors found that most of the youth were prepared for job placement within about twenty-five hours. Both individual and small group sessions were utilized, with groups numbering no larger than ten youth. The orientation was handled by the counselors but was based on an instructional package prepared by the VEPS coordinator. Enrollees tended to be reticent at first, but as the sessions progressed, they tended to open up and participate. Sessions were usually held in the school buildings. The content of the orientation involved the usual world-of-work aspects and stressed interpersonal relationships. The lecture-discussion model was supplemented with film strips, other audio-visual approaches, and written materials. Enrollee interests and aptitudes were profiled, and career interests were determined.

On-Going Counseling

An extensive on-going counseling routine was implemented. During the summer, contact with the enrollees was made primarily at the work site, while

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the in-school phase spread contact among school, home and work. To avoid problems which had appeared in VEPS-I, the attempt was made to inform the regular school counseling staff about the VEPS program. Home visits were made on a two per semester basis, except where individual cases required more intensive visitation. Contact at the work site was done on a weekly basis.

To supplement the usual counseling routine, special problems and needs were handled through supplemental aids available through the school system. These included remedial teachers, medical personnel, and social workers. VEPS counselors tracked each youth closely in an attempt to handle problems before they reached the serious stage. Employers were urged to contact the counselor whenever they felt the need, although in some cases counselors found this to be a substitute for direct contact with the youth. When necessary, youth were called out of class; school officials cooperated in this approach, and counselors attempted to vary their time of contact to avoid too many removals from a single class.

Vocational Exploration

San Bernardino County possesses an extensive hardware and software capability for vocational education. These holdings were made available to the counseling staff and to the youth. Each of the participating high schools had a guidance center, although the individual capabilities varied greatly. Extensive use was made of these centers in assisting VEPS youth in exploring various occupational interests. Enrollee interests were identified early in the program, and counselors explored these early interests in detail. As desires changed, so did the counseling.

To supplement those centers which were not as well equipped, a mobile van was utilized. The van was equipped with substantial audio-visual and job inventory equipment. VEPS youth were given first priority in the use of this equipment, although the unit was available to the entire student body. Enrollees were brought out of regular classes to use the van and attend guidance sessions. The vocational exploration component was handled entirely by the individual counselor for his group of enrollees.

In addition to the school and van based capability, use was made of outside speakers, field trips, and the like. The individualized approach of the counselors, the career inventories and skill apptitudes, and the ample hardware and software career education capability of the program blended to make for an excellent vocational exploration component.

Indicators of Programmatic Impact

A total of 125 youth were enrolled in the San Bernardino VEPS program, although five of these never worked at a VEPS job. Only one of the youth was married. Unlike most other VEPS programs, a plurality (48.0%) lived with both parents and only 40.8% came from a female-headed household. Less than half of the household heads (41.6%) were unemployed and another 25.6% were underemployed, working less than thirty-five hours per week. Over two-thirds of the enrollees contributed to the support of the family; while 8.1% lived in public housing, 53.0% of the families received some form of welfare assistance. Most of the youth (94.8%) had worked for thirty days or more, but as was the case in other VEPS programs, this work experience was largely confined to the regular NYC program.

Of the 125 enrollees, 62 (49.6%) completed the program. Of the 63 youth who terminated, only nine (7.2%) dropped out of school. Youth who terminated did so for a wide variety of reasons. Seventeen either quit, were laid off, or never appeared for the job; three more were not interested. Five found other jobs and another five moved from the community. Six experienced conflict with other school activities, and nine transferred to NYC. Seven of the terminators graduated from high school. No reason could be obtained for six of the nine school dropouts; the remainder either became pregnant, got married, or ran away from home.

Of the VEPS completers, 50 (80.7%) remained at the VEPS employer; three found other private sector work, four continued their education, and one joined the military. Three of the completers returned to NYC, and no information could be gotten for one enrollee. Ten of the VEPS completers graduated from high school; six of these remained at their VEPS employer and the remaining four went on to higher education. As with the VEPS-I program, a high percentage of youth were maintained by the private sector VEPS employers.

As with a number of other cities, the impact of VEPS upon academic performance is mixed. For completers, the mean grade point average rose slightly from 2.41 to 2.44; 59.3% improved in grade point average while 40.7% declined. In attendance, mean absences increased one day; a plurality (48.7%) declined while 35.9% improved. The disassociation between performance on grade point and attendance is clear in San Bernardino as it was in numerous other VEPS programs.

APPENDIX A

In reply refer
to MEHOW

U.S. Department of Labor
Manpower Administration
Washington, D. C. 20210

May 14, 1971

FIELD MEMORANDUM NO. 183-71

TO: ALL REGIONAL MANPOWER ADMINISTRATORS

SUBJECT: Vocational Exploration in the Private Sector-Pilot Neighborhood Youth Corps Program with National Alliance of Businessmen

The program description for a pilot program for Neighborhood Youth Corps (NYC) enrollees developed cooperatively by the Department of Labor, Office of Education, Department of Health, Education and Welfare, and the National Alliance of Businessmen is attached.

Local NYC sponsors will select enrollees and pay wages for a portion of enrollee time in the program, provide remedial services, and perform administrative duties. The Office of Education will provide funding for counseling and remedial education and will develop a Vocational Guidance Institute in connection with the program. NAB through its local Metro Directors will select and work with private sector companies who will provide vocational exploration worksites.

If you need any additional information regarding the program described in the attachment to this memorandum, please send them to my office (Attn: MEHOW), or call the Division of Work Experience Programs, 202 - 961-3380.

J. L. BLAKE
Deputy Manpower Administrator

Attachment: (RMA's and Executive Staff)
Pilot Cover Exploration and Training Program

Attachment to FM 183-71

PILOT CAREER EXPLORATION AND TRAINING PROGRAM

PURPOSE

The purpose of this program is to provide selected in-school youth with career exploration and training opportunities which will result in reduction of the high school drop-out rate and the flow of untrained, unskilled people into the labor market. The resources and know-how of the private sector, the Department of Labor, and the Office of Education will be combined to give eligible in-school youth opportunities to develop or further their career interests within both the educational community and private sector. Factors which can be related to the success of the program will be isolated and incorporated into program models.

OBJECTIVES

--To provide economically disadvantaged students with skills enabling them upon graduation from high school to move on to further education or a job in the private sector.

--To demonstrate that the private sector, local school systems and government agencies can effectively coordinate their individual efforts in providing youth with meaningful career exploration and training experiences, and to develop innovative program models for these experiences.

--To help disadvantaged students experience achievement and learn the value of education and training as preparation for the world of work.

PROGRAM DEVELOPMENT

Primary responsibility for program development rests with the NYC sponsor, local school system and the local business community. Wherever possible and desirable, organizations such as the Chamber of Commerce, the Cooperative Area Manpower Planning System (CAMPS), the Community Action Agency and the State Employment Service may be consulted in developing the program.

Primary emphasis shall be placed on developing training and career exploration opportunities that will provide enrollees with the widest possible exposure to the world of work. Training assignments should relate directly to the students' interest and capabilities, and should be in concert with their educational goals.

a. Role of the National Alliance of Businessmen

The local Metro office of the National Alliance of Businessmen will select private sector business concerns willing to participate in this program. Primary consideration should be given to those companies that have

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a proven training capability, i.e. those which have been contractually involved in the NAB program, those with qualified training programs, and those which have conducted awareness training programs for their supervisory personnel.

(1) Selection of Private Sector Participants. The NAB Metro office shall identify and invite into the program those private sector companies which have demonstrated an interest in training and employing in-school youth, and possess the capability of effectively training new personnel. As conditions for participating in this program, a company must agree to the following (a) provide, at its own cost, necessary staff, space, equipment, supplies and access to the principal worksites, (b) make said resources available to enrollees and school system counselors, and (c) absorb the salaries of enrollees when NYC funding phase terminates beginning the seventh week of the summer, the sixteenth week of the first semester, and the eleventh week of the second semester. It is hoped that after an enrollee completes the three work experiences, one of the participating companies will make an effort to employ him part-time during after-school hours until he graduates from high school. Companies must assure that participation of enrollees will not result in the displacement of employed workers or result in the substitution of these enrollees for regular workers who would normally be hired.

(2) Responsibilities of Private Sector Participants

a. Identify private sector training and employment positions for eligible youth.

b. Develop student-oriented career exploration curricula with local school officials.

c. Designate personnel who will devote sufficient time to training and working with eligible youth, in cooperation with high school personnel assigned to private sector.

d. Cooperate with the NYC sponsor in establishing payroll procedures governing the period of training when the employer bears the full cost of the student's training salary.

e. Execute a Letter of Agreement with the NYC sponsor covering the above responsibilities and the conditions for participation listed under (1) above and agreeing not to hire for full-time employment any enrollees entering this program until they have been graduated from high school.

f. Participating companies shall designate a Company Coordinator (ideally from the corporate training staff) who shall assist the NYC sponsor and/or school system personnel in developing the career exploration and training curriculum. Prior to the implementation of the program in a company, the Company Coordinator will acquaint the pertinent supervisors and employees about the basic objectives of the program as a means of assuring a positive working relationship between enrollees and company personnel with whom they will work.

(3) Career Exploration and Training Components. The Career Exploration and Training phase shall include four major components: counseling and remediation, orientation, career exploration and on-the-job training.

a. Counseling and Remediation. The counseling and remediation component is designed to provide enrollees with the motivation and basic educational skills needed to function effectively in a work environment, major responsibility for implementing this phase of the program rests with school system counselors.

Counseling and remediation sessions will be conducted in facilities mutually agreed upon by the NYC sponsor, participating company, and school system.

b. Orientation. The orientation component is designed to acquaint eligible youth with the basic facts about the world of work, the participating company's business, the American business and industrial system, the role of the employee within the economic system, the students' primary objectives while in the program, and the company's interest in the program. Supervision will be provided at all times by the Company Coordinator or staff he designates. Management level personnel should participate in orientation presentations and discussion sessions.

This component will be conducted in group sessions and will utilize panel discussion; question and answer sessions; media such as films, tapes, slides; oral presentations and tours of company facilities.

The curriculum in each company should include specific information on income and Social Security withholding procedures, the role of unions in company labor-management relations, the meaning to the individual employee of various Federal and State laws affecting the labor-management relations, employment trends within the company and the industry, the company's efforts in the equal opportunity area and safety rules and procedures as they apply to youth. The latter will be related to actual jobs when enrollees observe employees at work in the career exploration component and any safety devices utilized will be explained.

c. Career Exploration. The career exploration component is designed to provide eligible youth with an opportunity to become familiar with the variety of jobs in the business, to directly observe employees in the working environment, to question those employees about the training and education needed to perform the pertinent skills, and to discuss the rewards arising from employment and the possibility for upward mobility within a given skill area.

Career exploration will involve closely supervised observation of employees at work and will include explanation of appropriate safety procedures and laws as they apply to youth in the particular job. It will also involve discussions with employees at the job site unless for reasons of safety or efficiency another location in the company is used.

d. On-the-Job Training. The On-the-Job Training component will provide close supervision of enrollees at all times and will involve the learning of basic job skills and the application of learned skills in actual work. The OJT component of the "NYC phase" will be devoted to the teaching of basic job skills which may be applied by enrollees to the production of goods and services in the "employer phase". The OJT component in any "NYC phase" shall not exceed 25% of the hours involved in that "NYC phase."

e. Compliance With Fair Labor Standards Act and Pertinent State and Local Legislation. Employers shall comply with the requirements of the Fair Labor Standards Act and pertinent State or local laws regarding the training and employment of youth.

b. Role of the NYC Sponsor

The NYC sponsor will recruit disadvantaged students who are at least 16 years of age and moving from tenth to eleventh grade and who qualify for admission into the NYC program. The sponsor will administer the program and will provide needed supportive and when necessary transportation services for enrollees. Each enrollee shall be limited to three separate work experiences under this program; each experience shall be limited to one summer or one semester.

(1) Recruitment of Students. The NYC sponsor will identify in-school youth at least 16 years of age who are economically disadvantaged (as defined by NYC guidelines) and refer same to the appropriate high school counselors who shall determine which students have been passed from tenth to eleventh grade and are probable drop-outs. An enrollee will be selected for the entire program and will not be replaced by another enrollee after the third week of summer if he decides to leave the program before completion of three experiences. The slot vacated will revert to the regular NYC program and should be filled. When selected, but prior to assignment to a private sector company, enrollees shall agree to the following:

a. Maintain at least a passing grade in school year courses.

b. Work to the best of their ability in school and on-the-job.

c. Abide by the basic procedures governing this program as established by the school system and the employer.

d. Consult their counselors on a regular basis as determined by each student, school officials and employers.

e. Agree not to seek employment from any employer participating in this program until graduation from high school, or until offered a work assignment by either the NYC sponsor, the local school system or NAB.

(2) Program Administration. The NYC sponsor designated by the Regional Manpower Administrator shall be responsible for program administration which shall include but not be limited to:

a. Keeping pertinent records.

b. Drawing and disbursing NYC wage payments to enrollees. (The NYC sponsor may elect to disburse enrollee wage payments provided by employers).

c. Maintain liaison with company coordinators and school system personnel. (Where school system is the sponsor close liaison should be maintained internally between the project staff and enrollee's home school).

d. Establish a regular working relationship with the local NAB office to provide maximum opportunity for joint monitoring and evaluation of the program.

e. Establish a Review Committee composed of selected enrollees, school system personnel, employers, NAB personnel and representatives of the NYC sponsor to review enrollee grievances and forward recommendations to the appropriate employer.

c. Role of the Local School System

The Local School System will be responsible for developing and implementing the counseling and remedial education component which will provide counseling personnel for this program. It will also have responsibility for developing a grading procedure for granting appropriate academic credits to enrollees.

Counselors assigned to the program will work with students in-school and at the private sector worksites. They will identify the probable drop-out from the list of students referred by the NYC sponsor, will assist the NYC sponsor and employer in developing the various components of the program, and will cooperate with private sector employers in implementing the career exploration and training functions.

Counselors will be assigned to this program on a full time basis. Wherever possible, the counselor-student ratio pertaining to this program shall be maintained at 1:20 from funds provided by the Office of Education.

The involvement of counselors in the private sector phase of the program is especially important since they assist private sector personnel in working with eligible youth, and can increase their own understanding of employment opportunities in the private sector and employer expectations regarding high school graduates entering the job market.

Throughout the implementation phase of this program, counselors will be in contact with their colleagues and can exchange with them information about the program and its results. The "feed back" process could result in the "re-education" of numerous counselors and teachers not able to participate directly in the program.

In selecting counseling staff every effort should be made to designate personnel who understand the "life style" of economically disadvantaged youth and who know how to relate to probable drop-outs.

FUNCTIONAL TIME FRAME

Phase	Function	Summer '71	First Semester	Second Semester
NYC[1]	Counseling	56 hours	45 hours	30 hours
	Remediation	48	35	12
	Introduction to the World of Work	4	4	4
	Introduction to the Sponsoring Company[2]	7	7	7
	Tour of Company Facilities (Includes review of Safety Programs and Procedures)	7	7	7
	Career Exploration (Discussion Groups Involving Management and Professional Personnel)	17	26	22
	Job/Skill Observation of Line and Staff Positions	28	48	35
	Non-productive OJT	46	45	30
	Evaluation Sessions Involving Counselors and Company Coordinators			
	TOTAL HOURS	234	225	150
EMPLOYER[3]				
	Training & Productive OJT	234 hours	60 hours	135 hours

NOTES:
[1] The Prime NYC sponsor will provide wages for all non-productive work outlined in the "NYC phase".
[2] Enrollees are required by NYC guidelines to change worksites for each segment. Worksite changes may involve moving from one company to another, or only moving from one job to another in the same company. Where movement within the same company occurs, the hours alloted for this function may be added to either the Career Exploration function or the Job/Skill Observation function.
[3] Employers will provide wages for enrollees in the "employer phase".

PILOT CAREER EXPLORATION & TRAINING PROGRAM

SCHEDULE

Summer			
39 hours per week	12 weeks	6 NYC	6 employer
First School Semester			
15 hours per week	19 weeks	15 NYC	4 employer
Second School Semester			
15 hours per week	19 weeks	10 NYC	9 employer

APPENDIX B

In reply refer
to MDTW

U.S. Department of Labor
Manpower Administration
Washington, D. C. 20210

May 12, 1972

FIELD MEMORANDUM NO. 195-72

TO: ALL REGIONAL MANPOWER ADMINISTRATORS

SUBJECT: Vocational Exploration in the Private Sector, A Pilot Neighborhood Youth Corps Program

REFERENCES: Field Memorandums 183-71, 179-72

1. Purpose. To provide instructions for the continuation and expansion of the Vocational Exploration in the Private Sector (VEPS) program along with the 1972-73 VEPS guidelines (See Attachment I).

2. Background. VEPS orginated in summer 1971 as a one-year pilot program for Neighborhood Youth Corps (NYC) summer and in-school enrollees (See Field Memorandum 183-71 for the 1971-72 guidelines). The program was a joint effort between the Department of Labor, the Office of Education, and the National Alliance of Businessmen. Nine of these projects are in operation.

3. Action Required.

a. Regional Manpower Administrators (RMAs) may offer the 1972-73 VEPS program to the following nine cities which operated the 1971-72 VEPS program: Region I - Haverhill and Lawrence, Massachusetts; Region III - Norfolk, Virginia and Pittsburgh, Pennsylvania; Region V - Columbus, Ohio and Flint, Michigan; Region VI - Fort Worth, Texas; Region VIII - Salt Lake City, Utah; Region IX - San Bernadino, California. In addition, RMAs in Regions I, III, V, VI, VIII, IX and D.C. MA may offer the program to one other city per region, and RMAs in II, IV, VII, and X may offer the program to two cities per region. RMAs should give preference to a city which has an expressed interest in operating a VEPS program.

b. Field Memorandum 179-72 provides reporting instructions for the summer phase of VEPS as well as other NYC summer models. These instructions as well as form MA 5-94 should be issued to all summer sponsors.

4. Program Funding. The VEPS slots for the summer portion of the program must be reserved from the NYC summer slots which have already been allocated. VEPS slots for the in-school phase must be funded from the NYC FY '73 in-school allocation or from FY '72 carry forward funds. No separate funds will

be provided for the VEPS program. The Office of Education will not be involved in the 1972-73 VEPS program; therefore, RMAs must arrange to provide funds for the VEPS program team which will work exclusively with VEPS enrollees (See guidelines).

5. Inquiries. Any questions concerning this Field Memorandum or requests for technical assistance should be directed to the Chief, Division of Work Experience Programs at (202) 961-2803.

6. Expiration Date. June 30, 1973.

HAROLD O. BUZZELL
Deputy Manpower Administrator

Attachment

1972-73 Vocational Exploration in the Private Sector Guidelines

Purpose and Objectives

Vocational Exploration in the Private Sector (VEPS) is a pilot Neighborhood Youth Corps (NYC) Summer and In-School program in which NYC enrollees are provided on a year-round basis with work experience at private sector worksites as well as an intensified orientation session, career exploration sessions, counseling, and remediation if needed. VEPS is not an additional program to NYC, but provides the NYC project director with the alternative of placing his NYC enrollees in private sector worksites rather than confining placement to the public sector.

The objectives of VEPS are: to reduce the high school drop-out rate, to provide disadvantaged students with skills enabling them upon graduation from high school to move on to further education or a job in the private sector, and to help disadvantaged students experience achievement and learn the value of education and training as preparation for the world of work.

Administrative Structure and Staff

1. The NYC project will have administrative and program responsibility for the VEPS program.

2. NYC will establish a program team to work exclusively with the VEPS program.

3. It is suggested that the VEPS program team be composed of a counselor, a vocational specialist, and a job developer-counselor. This staff should generally be adequate for 80-100 youth, with the program team/enrollee ratio being approximately 1:30. A counselor-job developer and a vocational specialist would be adequate for 50-70 youth. One member should be designated as project coordinator.

4. Where NYC is not sponsored by the school system, the NYC project director will assist the program team in gaining access to school system personnel and records in order to identify eligible youth (See Selection of Youth).

Selection of Youth

1. VEPS is a summer/in-school program, therefore, enrollees who begin the VEPS program in the summer must be enrolled in the 1972-73 in-school program so they may continue in VEPS during the school year.

2. Utilizing NYC enrollees who are presently in the in-school program or who have been recruited for the summer program, the program team will develop a list of youth who are at least 16 years of age.

3. Through consultation with the school officials, the program team should determine which enrollees on the list are probable dropouts according to such criterion as academic achievement, attendance records, disciplinary action, evidence of indifference, and reading difficulty.

4. Of these enrollees, the program team should determine those who are interested and rank them, placing those with the greatest school problems at the top of the list. This step will necessarily be subjective and some flexibility should be encouraged to reflect special family or personal problems.

5. Enrollees who participated in the 1971-72 VEPS program may be reenrolled in the 1972-73 program if the program team determines that reenrollment would be beneficial for the individual student. If a youth is reenrolled in VEPS, he may not be placed with any of his previous VEPS employers. New VEPS enrollees, however, will only be allowed to participate for a one year period. Therefore, prior to selection of VEPS enrollees, the program team should make clear to eligible youth that VEPS is only a one year program.

6. After the youth are ranked, selection should be made, taking those students at the top of the list first and moving down the list.

7. When sufficient youth have been selected to meet the program level, an additional fifteen enrollees should be identified as a reserve to replace any enrollees terminated from the program. These youth should receive the same counseling and orientation program as the other VEPS enrollees, but should be placed in regular NYC jobs until any original VEPS enrollees are terminated from the program.

Job Development

1. The program team will be responsible for job development. Cooperation with the National Alliance of Businessmen (NAB) is essential when approaching large employers. In addition, coordination with the local employment service office is encouraged to facilitate job development.

2. The program team will rely on NAB to provide local publicity, disseminate information on the program, and provide initial access to NAB employers. Additional help should be obtained from the Chamber of Commerce, professional groups, trade organizations, and local ES staff.

3. If employers express an interest in the program to NAB, the inquiries should be referred to the program team so that they can arrange for a full explanation of the program to the employer.

4. Job development for the program will concentrate on smaller employers (50 or fewer employees) who can:

   a. provide two separate work experiences or job stations, one during the summer phase and the other during the in-school phase.

   b. provide a wide variety of job activities, and

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c. guarantee the close supervision necessary for training.

Only secondary emphasis should be given to soliciting large blocks of job stations with large employers, although this source should not be ignored.

5. NYC will pay 100 percent of enrollee wages during a 60 hour orientation program and, thereafter, only 50 percent, with employers financing the other 50 percent of wages for all hours worked or spent in vocational exploration, counseling, and remediation sessions. Note: This 50-50 split of enrollee wages reflects the following factors:

a. employers will have increased supervisory duties

b. enrollees will need to be trained in each job assignment

c. enrollees will have a greater incidence of problems than regular employees

d. enrollees will only be permitted to work part-time during the school year

e. enrollees will typically have lower rates of productivity than regular employees due to their part-time employment and lack of skill and experience

f. a continual 50-50 split will ease those administrative problems which might preclude smaller employers from participating.

6. A small number (5-10) of reserve work stations should be developed to be utilized in the event any employer withdraws from the program or is found to be unsuitable.

Pre-job Orientation

1. The program team will conduct "world-of-work" orientation and begin vocational exploration in the initial 60 hours of the program.

2. The sessions will generally be phased as follows:

a. Week One--World-of-Work Orientation and Vocational Exploration

b. Week Two--Continued Vocational Exploration and Determination of Job Interests and Skills

c. Week Three--Correlation of Interest and Skills with Available Jobs and Re-emphasis on Necessary Job Attitudes and Responsibilities

Counselors should have the flexibility to delay some referrals beyond the 60 hour orientation.

3. Job referrals will be conducted during the second and third week.

Responsibilities of Private Sector Employers

1. Identify private sector training and work experience positions for VEPS enrollees.

2. Provide two work experiences or job stations (one during the summer phase and one during the in-school phase), provide a wide variety of job activities, and guarantee close supervision necessary for training.

3. Provide their regular orientation given for all employees, including a company tour and a discussion of the interrelationships between various jobs in the company.

4. Designate personnel who will devote sufficient time to training and working with enrollees, in cooperation with the program team.

5. Companies must assure that participation of enrollees will not result in the displacement of employed workers or result in the substitution of these enrollees for regular workers who would normally be hired.

6. Agree to the terms of enrollee payment outlined in item 5 under Job Development.

7. Comply with the requirements of the Fair Labor Standards Act and pertinent State or local laws regarding the training and employment of youth.

8. Execute a Letter of Agreement with the program team covering the above responsibilities and agree not to hire for full-time employment any enrollees entering this program until they have graduated from high school.

9. In the event that a VEPS occupation is covered by a bargaining agreement within the employer's establishment, the employer must indicate that he has discussed the program with the appropriate bargaining agency and has the concurrence of the agency as to the on-the-job training, and rates of pay associated therewith.

Responsibilities of VEPS Enrollees

When selected but prior to assignment to a private sector company, enrollees shall agree to the following:

1. Maintain at least a passing grade in school year courses.

2. Work to the best of their ability in school and on-the-job.

3. Abide by the basic procedures governing this program as established by the program team and the employer.

4. Consult their counselors on a regular basis as determined by the program team.

On-Going Counseling and Employer Contact

1. The counselor and/or job-developer counselor on the program team have the primary responsibility for on-going counseling and employer contact.

2. The counselor(s) augmented by the vocational specialist should be able to work effectively with the youth and their employers.

3. Contacts with the enrollees should be made at school, work and with their families at home or in group meetings. Parental support should be secured early in the program.

4. Contacts with the employers will be initiated to deal with such items as:

   a. Enrollee Performance

   b. Time Records and Payroll

   c. Types of Job Assignments

   d. Emerging Problems

5. Counselors will also need to determine whether responsibilities outlined in the section on Responsibilities of Private Sector Employers are carried out.

6. It should be expected that the counselors will have to deal with various crisis situations relating to the enrollee's job, academic work and family situations.

7. Counselors should attempt to alleviate severe transportation problems through job placement near school and home, assistance in using public or school transportation, arranging car pools, etc. Counselors should avoid creating situations in which the enrollee becomes dependent upon the staff for work transportation.

8. Counselors will determine whether enrollees should be transferred to other employers and if transfers are necessary whether employers will remain in the program.

9. If an enrollee terminates his employment, the counselors will attempt to replace the youth to avoid penalizing an employer for his efforts in working with the program.

On-going Vocational Exploration

1. The vocational specialist's primary responsibility will be to implement a special, on-going program of career exploration which is independent of the regular school curriculum.

2. Generally, this program will be conducted in NYC facilities or the schools as local conditions dictate, although employers of several youth may provide their own facilities.

3. The exploration program may utilize a variety of techniques but should include field trips and outside speakers. Small group sessions with maximum youth participation have been effective in the past.

4. The vocational specialist will also devote his efforts toward:

   a. arranging school schedules to allow for work

   b. matching school subjects and job assignment to enrollee's interest

c. attempting to arrange academic credit for the work experience obtained through the program.

5. If needed, remediation should be provided to VEPS enrollees.

6. A bi-weekly session of at least four hours for counseling, remediation and vocational exploration is required. (Note: The employers will be required to pay 50 percent of the enrollees' wages for these sessions).

Implementation Assistance

1. A "Model for Implementing the Revised Guidelines for VEPS" is being developed and will be distributed subsequently. The model will contain, among other items, suggested materials for orientation and career exploration sessions.

2. Inquiries concerning VEPS should be directed to the appropriate regional office.

Timing of Program Elements

While the following timing has some flexibility, it is recommended that program implementation follow the schedule as closely as practicable.

May		1. Hire or identify program team
		2. NAB publicity and meetings
		3. Select youth
		4. Begin job development
		5. Program team develops internal administrative arrangements
		6. Program team develops curriculum for orientation sesstions
June	First week	7. Orientation curriculum finalized
		8. Job development finished
	Second week	9. Youth begin orientation
	Third week	10. Orientation continues and referrals begin
	Fourth week	11. Referrals of enrollees completed and orientation ends
July and August		12. Full time training and work experience for enrollees
		13. On-going career exploration begins
		14. On-going counseling and employer contact
September - June		15. 15 hour per week in-school segment of work experience and training
		16. Career exploration continues
		17. Counseling and employer contact continues

Cost Breakdown Per Enrollee

	Hours	NYC Share of Wage	Per enrollee DOL cost
Orientation	60	$1.60 (100%)	$ 96.00
Full-time summer phase	400	.80 (50%)	320.00
Full-time in-school phase	585	.80 (50%)	468.00
			$884.00

It is recommended that: the 60 hour orientation period be spread over a three week period (15 days) at 4 hours per day, the full-time summer phase be spread over a ten week period (50 days) at 8 hours per day and the full-time in-school phase be spread over a thirty-nine week period (195 days) at 3 hours per day. No allowance will be made for business holidays. Enrollees could work more hours during their school vacations.

Reporting Requirements

Form MA 5-94, with accompanying instructions, is being issued to all NYC summer sponsors. The number of VEPS enrollees who participate one or more months must be listed by work assignment in line A.1 of form MA 5-94. This form must be submitted at the conclusion of the summer program attached to the final Form BWTP-9 and Form MA 5-6A.

APPENDIX C

In reply refer
to MDTW

U.S. DEPARTMENT OF LABOR
Manpower Administration
Washington, D. C. 20010

August 24, 1973

FIELD MEMORANDUM NO. 255-73

TO: ALL ASSISTANT REGIONAL DIRECTORS FOR MANPOWER

SUBJECT: NYC Enrollee Placement in the Private Sector

REFERENCES: FM's 183-71 and 195-72; MAO 8-73

1. Purpose. To provide guidelines for placing Neighborhood Youth Corps (NYC) In-School, Summer, and Out-of-School enrollees at private-for-profit worksites.

2. Background. In June 1971, the Manpower Administration implemented a pilot program, Vocational Exploration in the Private Sector (VEPS), in which NYC In-School and Summer enrollees were rotated through worksite assignments in the private sector. This pilot program has operated in approximately 23 cities with mixed success. Two of the cities were granted permission to implement the program in the Out-of-School component.

Manpower Administration Order 8-73 indicates that placement of enrollees at private-for-profit worksites will be allowed pending new guidelines to be issued within 60 days. These new guidelines (see attached) allow more flexibility to regions and sponsors than did the previous VEPS guidelines (FMs 183-71 and 195-72). However, regional offices may retain the VEPS guidelines in part or in their entirety, or may use them as a model.

3. Action Required. The Code of Federal Regulations must be amended prior to implementation of the new guidelines. It is expected that this will be accomplished in about 6 weeks. As soon as this process is completed, ARDM's will be notified that they may execute contract modifications to allow for placement of NYC enrollees at private-for-profit worksites in accordance with the attached guidelines, if it is determined that such modifications will make new or existing programs or projects more effective.

4. Implementation Assistance. The Center for Urban Programs at St. Louis University has been under contract with the Department since 1971 for the purpose of monitoring/analyzing the VEPS program. Based on their experience with VEPS, they will be developing a model with ideas for implementing a program to effectively place enrollees at private-for-profit worksites. It is expected that this model will be available early this fall.

5. Inquires. Any questions concerning this Field Memo may be directed to Ms. Wendy Lipton at (202) 961-3766.

6. Expiration Date. Continuing.

PIERCE QUINLAN
Director
Office of Field Coordination

Attachment

Attachment to FM 255-73

GUIDELINES

Enrollees may be placed at a private-for-profit worksite for up to 1000 hours of work experience provided that the following guides are adhered to:

1. After 500 hours at the worksite, the enrollee will be rotated to a new work/training experience. For example, if an enrollee is placed at a dry cleaning store, the enrollee might spend the first 500 hours receiving training/work experience as a cashier, and the second 500 hours receiving training/work experience as a machine operator.

An enrollee may not be trained in any field in which after a short demonstration, the enrollee would be productive. To determine occupations of this sort, you should refer to the Dictionary of Occupational Titles. Any occupation whose Specific Vocational Preparation time is listed at level 1 would be inappropriate for NYC enrollees.

2. The wages which the enrollee receives will be shared on a 50/50 basis between the employer and the NYC sponsor. The sharing may be for time spent in work experience only, or if the employer agrees, for the total enrollee participation time in the project, including orientation, career counseling, remedial education, etc.

3. After the 1000 hours with one employer is completed, the enrollee can either (a) be picked up by the employer entirely on his payroll (hence terminated from the program), or (b) be placed with another employer for new training.

4. Companies with whom enrollees are placed must assure that participation of enrollees will not result in the displacement of employed workers or result in the substitution of these enrollees for regular workers who would normally be hired.

5. Companies must comply with the requirements of the Fair Labor Standards Act and pertinent State or local laws regarding the training and employment of youth.

6. In the event that an occupation in which an NYC enrollee is being trained is covered by a bargaining agreement with a company's establishment, the company must indicate that it has discussed the program with the appropriate bargaining agency and has the concurrence of the agency as to the on-the-job training, and rates of pay associated therewith.

The following recommended practices should, if possible, be incorporated:

1. Pre-placement orientation should be provided by the sponsor. Areas covered might include world of work orientation (job attitudes, dress, responsibilities), career exploration sessions, determination of job interests and skills, and correlation of interest and skills with available jobs.

2. Career counseling and exploration activities are encouraged and should be provided by the sponsor and the employer on an on-going basis. Exploration activities might include field trips and outside speakers.

3. To avoid duplication of effort, sponsors should be encouraged to coordinate their worksite development activities with the National Alliance of Businessmen.

4. In-School and Summer NYC sponsors should also be encouraged to establish a linkage with the school's vocational or work experience division to assist in the development of a career counseling/exploration curriculum, etc. An effort should be made to enroll youth into the private sector NYC program who would not ordinarily be eligible for the school's regular vocational or work experience program.

5. Companies should be encouraged to:

    a. Identify private sector training and work experience positions for NYC enrollees.

    b. Provide two work experience/training positions (or job stations), a wide variety of job activities, and guarantee close supervision necessary for training.

    c. Provide their regular orientation given for all employees, including a company tour and a discussion of the interrelationships between various jobs in the company.

    d. Designate personnel who will devote sufficient time to training and working with enrollees.

    e. Agree to the terms of enrollee payment as stipulated in Item 2.

    f. Agree not to hire any In-School or Summer NYC enrollees for full-time employment until they have graduated from high school (this does not apply to Out-of-School enrollees).

    g. Execute a Letter of Agreement with the NYC sponsor covering the above responsibilities.

LONGITUDINAL IMPACT ASSESSMENT OF THE 1971-72 VOCATIONAL EXPLORATION IN THE PRIVATE SECTOR PROGRAM

Donald P. Sprengel and
E. Allan Tomey
John T. Manns
George D. Wendel

PART I

INTRODUCTION TO VEPS

As outlined in U.S. Department of Labor Field Memorandum No. 92-71 (March 19, 1971) and detailed in Field Memorandum No. 183-71 (May 14, 1971) the U.S. Department of Labor, the National Alliance of Businessmen (NAB), and the Office of Education of HEW cooperated in the development and demonstration of a full year pilot program "Vocational Exploration in the Private Sector" (VEPS) for Neighborhood Youth Corps in-school youth. The time frame of the experimental program was June 1, 1971 to June 30, 1972.

A. Description of the First Year VEPS Program (VEPS-I)

As described in Field Memorandum No. 183-71, the year-long VEPS-I program was designed for eleventh grade, 16 year old Neighborhood Youth Corps, in-school youth who could be identified as probable dropouts. Originally, fourteen cities were targeted for VEPS-I, but four sites were unable to initiate programs. Two cities -- Columbus, Georgia and Portland, Oregon -- terminated VEPS-I after the summer phase. The cities that completed the program were: Columbus, Ohio; Flint, Michigan; Fort Worth, Texas; Lawrence and Haverhill, Massachusetts; Norfolk, Virginia; Pittsburgh, Pennsylvania; Salt Lake City, Utah; and San Bernardino, California. Developed by the U.S. Department of Labor and the National Alliance of Businessmen (NAB), joined by the U.S. Office of Education of HEW, the program provided career exploration and training opportunities that, hopefully, would result in reduction of high school dropouts and the flow of untrained, unskilled youth into the labor market. Primary emphasis was to be given to the development of training and career exploration opportunities in order to provide enrollees with the widest possible exposure to the world of work. Training assignments were to be related directly to the interests and capabilities of enrollees in concert with their educational goals.

The major components of VEPS were as follows:

(1) Counseling and Remediation. This component was to provide enrollees with the motivation and basic educational skills needed to function effectively in a work environment. Remedial needs were to be determined and assistance rendered accordingly. Counseling assistance was to be provided at work, in school, and at home.

(2) Orientation. This component was to provide enrollees with a basic grasp of the demands placed on the individual in the world of work, work attitudes and habits, an awareness of the participating company's activities and company facilities, and an explication of the enrollees' primary objectives while in the program and the company's interest in the program.

(3) Career Exploration. This component was to provide the opportunity for enrollees to broaden their perspective of the panorama of jobs in the world of work, to observe others in a work environment, to discuss with permanent employees the training and education needed for job success, to understand the rewards arising from employment, and to learn of the possibilities of upward mobility in a given skill.

(4) Non-Productive On-The-Job Training. This component involved close supervision of youth enrollees as they developed work habits and basic job skills and the application of those learned skills in the actual work environment. This component was entirely non-productive on-the-job training at private sector worksites.

(5) Productive Work Experience. This program component provided actual work experience in production of marketable goods and services with wages paid entirely by the employer. (See details below concerning "Employer Phase.")

The first four components listed above represented program activities conducted when wages were paid to enrollees from NYC sponsor funds--referred to hereafter as "NYC Phase." The fifth component constituted the "Employer Phase" with wages paid entirely by the private sector. The full year VEPS program had three segments (summer, first school semester, and second school semester), each of which had an "NYC Phase" and an "Employer Phase" during the weeks designated below.

Segment	NYC Phase	Employer Phase
Summer		
12 weeks (39 hours per week)	Weeks 1-6	Weeks 7-12
First School Semester		
19 weeks (15 hours per week)	Weeks 1-15	Weeks 16-19
Second School Semester		
19 weeks (15 hours per week)	Weeks 1-10	Weeks 11-19

At the start of each segment, the enrollee was to move to a new work station either at his present employer or with another employer. At the conclusion of the program each enrollee was to have had three separate VEPS work experiences.

Youth participants in the VEPS program were to be recruited by NYC sponsors; potential enrollees were to be in-school youth at least 16 years of age who were economically disadvantaged as defined by NYC guidelines. Candidates were to be referred to special high school counselors for certification that the students would be 11th graders in September, 1971, and that they were "probable dropouts."

The special high school counselors assigned to the program were funded by the U.S. Office of Education. Counselors were to be selected for their interest in aiding the disadvantaged rather than objective counseling credentials, except where State regulations or union agreements required fully credentialed counselors. They were to devote full time to the enrollee's remediation, counseling, and career exploration needs and interests. A counselor-enrollee ratio of 1:20 was to be maintained wherever possible. Counselors would contact and observe enrollees at their private sector worksites and at school, and would assist NYC sponsors and companies in developing and operating several program components.

Work sites for enrollees were to be identified and selected by NAB metro offices; criteria for participating private sector companies included a demonstrated interest in training and employing in-school youth, and a capability for training youth personnel. The program was to be designed so as to provide each enrollee three separate and distinct work experiences either within the same company or in different companies over the course of one year. As conditions for participation in the program, a company was to agree to the following:

(1) Provide, at its own cost, necessary staff, space, equipment, supplies and access to the principal worksites;

(2) Make these resources available to enrollees and high school counselors; and

(3) Absorb the salaries of enrollees when each "NYC Phase" terminated.

Additional responsibilities of private sector participants under terms of the program included: (a) identification of training and employment positions; (b) development of orientation and career exploration curricula with local NYC and school officials; (c) allocation of supervisory personnel to training and work with enrollees; (d) development of procedures governing payrolls during training periods where the employer bears the full cost of the enrollee's salary; and (e) designation of a company coordinator to assist the NYC sponsor and high school counselor in developing program curriculums and schedules.

In addition to the recruitment and referral of youth functions, NYC sponsors were responsible for program administration including record keeping, paying NYC wages to enrollees, maintaining liaison with company coordinators and high school counselors, working with the metro NAB youth director to provide for joint monitoring, and establishing a program review committee.

B. Program Objectives of VEPS

The program objectives of VEPS were comparable to those of the regular NYC in-school program. Briefly stated, these objectives were:

(1) To provide youth with the incentive to remain in school and earn a high school diploma -- The VEPS project was designed for probable high school dropouts. The incentive to remain in school was to be provided by intensive counseling, remediation, and work experience components that would demonstrate the need for and value of education.

(2) To facilitate the smooth transition upon high school graduation into the full-time work force -- Utilizing private sector work sites with three separate work experiences, coupled with career exploration, the VEPS program sought to provide a broader and more transferable NYC work experience by using private rather than public sector work sites.

(3) To provide youth with part-time employment while in school -- A major objective of VEPS-I was for employers to continue employing enrollees on a full-time basis during the summer following the initial program year and on a part-time basis during the enrollees' high school senior year. Upon graduation, it was hoped that the enrollees would be employed by the participating company as a regular full-time employee or by another employer seeking labor skills possessed by the enrollees.

(4) To dramatize the need for and utility of a sound high school education for success in the world of work -- Through example, experience and counseling it was hoped that enrollees could draw linkages between the opportunities provided through formal education with the requirements for employability in the private sector.

C. The Role of the Center for Urban Programs, Saint Louis University

The Center for Urban Programs (CUP) at Saint Louis University was under contract (Number 82-29-71-34) to the U.S. Department of Labor to monitor-analyze the experimental Vocational Exploration in the Private Sector (VEPS) program. Under terms of the contract CUP had the following general responsibilities:

(1) Compare and document alternative approaches for establishing and operating the several program components;

(2) Provide periodic feedback to the Department of Labor regarding program operations and problems;

(3) Analyze the broad first year VEPS experience to: (a) assess whether there were outcomes which might support continuing VEPS in its second year; and (b) develop an improved VEPS design and guidelines for use in Summer 1972 and thereafter; and

(4) Assess the immediate impact of VEPS-I on the participating youth and agencies.

CUP monitored the VEPS-I program and collected enrollee impact data in eight of the nine participating cities. Periodic reports were submitted to the Division of Experimental Operations Research of the Department of Labor. An assessment report was prepared in January, 1972, which contained a preliminary estimate of impact on VEPS-I enrollees and recommended guidelines for a second program year. The experience during the first year of the VEPS program has been detailed by the Center for Urban Programs in Vocational Exploration in the Private Sector: Final Report and Assessment 1971-72. In addition, a program model containing guidelines and implementation suggestions for the second year of VEPS (VEPS-II) was distributed in Spring, 1972 (Vocational Exploration in the Private Sector: Model for Implementing the 1972-73 Guidelines) to assist those programs operating during the 1972-73 school year.

The duration of the first year study of the VEPS program was insufficient to determine whether long term VEPS-I program objectives had been met. The study ended with the completion of the program year. Thus, contract termination prevented analysis of specific questions relating to high school graduation and future labor market participation. Most of the VEPS-I enrollees were in their junior year during the program year and would not move into the full-time labor force until the summer of 1973. Ultimately, the disposition of students leaving high school was the fundamental question which had to be answered through further analysis.

Effective assessment of VEPS-I dictated the need for a longitudinal study to compare changes in enrollee academic performance, attendance, high school graduation/dropout rates, and absorption into the labor force. For example, the goal of moving enrollees into the labor force could only be measured at a point in time two years after the VEPS-I program was initiated. Therefore, CUP needed to track VEPS-I enrollees through the program year, the summer following, the senior year, and into the summer following their anticipated graduation.

Other goals, such as improved academic performance, also had long term implications. Presumably, students whose grades were improving would be more interested in staying in school and, at the same time, be in a better position to complete the necessary credits for graduation. In short, longitudinal study was required to assess the extent to which VEPS-I goals were achieved over time.

The longitudinal tracking of only VEPS-I enrollees was incapable of assessing the significance of the program due to other possible intervening variables; use of a control group was also required. The objectives of VEPS-I constituted the variables to be considered. Operationalization of those variables provided the data sets for the analysis and assessment of outcomes. While it may be suggested that more complex indicators could be used, the goals of VEPS regarding the target group of NYC eligible, probable dropouts required simple outcome data.

The existence of records and other information on a group of regular NYC enrollees suggested the availability of a control group. Although this group was not selected in advance (because CUP's first grant was merely to monitor the first year program), the existence of NYC records made the selection relatively easy; in consultation with the Department of Labor four control group cities were chosen: Columbus, Flint, Pittsburgh, and San Bernardino. Although methodological purity would prefer control group selection at the commencement of the program and late selection did cause some comparability problems (See Part II of this report), the use of a pre-test, post-test with control group experimental design was nonetheless feasible.

Encouraged by the possibilities of the longitudinal study, the Center for Urban Programs drafted a proposal for the Department of Labor. As a result the Center received financial support under Grant Number 42-29-72-07. The Grant was made in order to enable the Center to pursue the questions raised concerning the longitudinal impact of the VEPS-I program. As noted above, these questions relate to the long term effects of the first year program, especially with respect to basic programmatic goals. At the time of the award it was assumed that the NYC Program would be in operation during the 1973-74 school year.

Under the terms of the grant the Center for Urban Programs was to perform the following tasks: (1) monitor the implementation of the VEPS-II program and prepare a revised implementation manual (See Youth Training in the Private Sector: A Model for Implementation, June, 1974); (2) compare the VEPS-I and VEPS-II experiences (See Vocational Exploration in the Private Sector: Final Report and Assessment, 1972-73; Comparison of Impact of the Pilot and Second Experimental Years, July, 1974); and (3) determine the extent to which the VEPS-I program attained its several objectives through longitudinal analysis and the utilization of a control group of regular NYC enrollees. This report, the last in the series of VEPS documentation, deals with this third task.

Part II of this report sets forth the research methodology employed in the longitudinal study and gives special attention to the selection of the control group as well as its comparability to the VEPS-I group. Part III of the report analyzes programmatic outcomes for the VEPS-I enrollees only, giving special attention to employability patterns at several cross-sections in time. Part IV assesses programmatic outcomes in comparison to the control group; statistical measures of significance are utilized to compare differences. Section V contains summary observations.

PART II

RESEARCH METHODOLOGY

The experience and knowledge gained from having monitored and assessed both the VEPS-I and VEPS-II programs permitted the Center for Urban Programs to adopt a relatively simple research design. Information posited as necessary to specify characteristics of enrollees and assess programmatic outcomes based on stated goals was collected as described below. Pertinent enrollee demographic, family history and employment data were obtained from NYC-16 intake forms and school records. Survey instruments or interviews were employed where such forms were missing or otherwise not available. Outcome data were derived from interviews with VEPS project directors and individual counselors. For each of the enrollees records were obtained on academic performance, employability and general behavior. Academic impact data were obtained through access to the school records of the individual. Complete confidentiality was assured and maintained throughout the data collection and analysis. Both employment and academic impact variables were correlated with an array of demographic, family history, and work experience variables in order to reveal commonalities among various categorizations of enrollees.

While the results of these analyses left the unmistakable impression that the VEPS experience had significant short and medium term impact upon the enrollees, the monitoring of both VEPS-I and VEPS-II did not permit answers to two vital questions:

(1) Although short term influence can be assessed, what is the long term influence of the VEPS experience upon the enrollee in terms of academic performance and transition into the full-time labor force?

(2) Are favorable outcomes among VEPS enrollees significantly different from those of regular summer and in-school NYC enrollees? Can any difference be attributed to the VEPS experience?

A. Experimental Research Design

To answer these questions, a standard pre-test, post-test with control group experimental design with multiple post-test observations was adopted. Graphically depicted, the research design may be presented as follows:

$O_1 \; X \; O_2, \; O_3, \; O_4$ Experimental (VEPS-I) Group

$O_5 \quad O_6 \qquad O_7$ Control (Regular NYC) Group

in which the symbols have the following data and group designations:

O_1 represents academic performance in the 1970-71 academic year and then current information on demographic profiles and family history;

X represents the experimental VEPS year (1971-72);

O_2 represents academic performance in the 1971-72 academic year; employment status during the summer of 1972, and related data;

O_3 represents employment activity and academic status during the 1972-73 academic (senior) year;

O_4 represents final 1972-73 academic year performance, graduation/dropout rates, and employability status;

O_5 represents control group information comparable to O_1 for the experimental (VEPS-I) group;

O_6 represents comparable control group information to O_3;

O_7 represents comparable control group information to O_4.

The utilization of this design permits resolution of the questions raised above; it also provides longitudinal impact tracks for the VEPS-I enrollees concentrating on outcome variables and permits comparison to a control group of NYC enrollees along comparable dimensions. The design is an effective control for the intervention and influence of exogenous and intervening variables (assuming comparability between experimental and control groups), so that any significant differences in the academic performance or outcome variables may be attributed to the VEPS experience.

B. Selection of the Control Group

To implement the analysis design it was necessary to select a control group of approximately comparable size and characteristics to the VEPS-I experimental group. Since eight programs were intensively monitored during the VEPS-I program year and enrollee data for 1970-71 and 1971-72 were already collected, the selection of program sites in which to choose control groups became somewhat easier. Randomization among all enrollees in the eight programs would have required extensive travel and, given the problems cited below, would have been impossible in some cases. The design thus called for the selection of control groups in only four of the eight programs.

The criteria originally suggested to select the control group in each of the four cities were multiple and complex. The following itemization is based on the VEPS youth selection guidelines:

1. Control group youth had to be sixteen years of age and rising juniors in high school as of September 1, 1971;

2. They must have participated in the summer 1971 and in-school 1971-72 NYC program;

3. They should be identified as "probable dropouts;"

4. They must have been in school as of June, 1972; and

5. They must not have participated in all or any part of the VEPS programmatic experience.

Youth selection in VEPS-I mandated sixteen year old rising juniors who were probable dropouts; thus the control group should have had the same criteria for selection. However, as was noted in the VEPS-I final report,* adherence to these guidelines was not uniform among cities or consistent within cities. While a large majority of the VEPS enrollees met these criteria, large numbers did not. Consequently, when control groups were drawn, youth had to be included who did not meet all the formal program criteria in order to provide comparability between the two groups.

Related to this problem was an insufficiency in the size of the universe from which to select the control groups, especially in those cities where selection criteria were rigorously followed. Since the VEPS program had mandated certain demographic characteristics for enrollees, selection of VEPS youth from the pool of NYC enrollees reduced the size of the universe from which to select a control group. For example, if Flint, Michigan, enrolled sixty-two youth who met the age and academic year criteria for VEPS selection, the number of youth not selected who met the program (and thus control group) criteria would be substantially reduced.

The number of subjects available for the control group was further reduced by the requirement that the youth have been in both the summer and in-school NYC program during the VEPS experimental year; the sharply reduced size of in-school NYC programs thus acted to reduce the pool available for a control group. Finally, if VEPS personnel had carefully selected only those youth who, having met age and academic year criteria, were also probable dropouts, it would have been numerically and conceptually impossible to form a representative control group. Presumably, a number of youth who were not "probable dropouts" would have to be selected for the control group, thereby inhibiting direct outcome comparisons.

In summary, the pool of eligible control group youth available to the research team was considerably reduced by the fact that (1) the VEPS program had consumed a substantial proportion of the youth who met the selection criteria, (2) the youth had to remain in school during the VEPS year, and (3) the youth had to participate in both summer and in-school NYC programs.

Original procedures in selecting the control group were modified in light of the above problems. Initially, a case by case search of the 1971-72 NYC records was made, and a list of youth who met the selection criteria was compiled. If the resulting list was more than five percent below the required sample size, then a second list of youth was compiled using the same criteria with the exception of in-school NYC participation. If this modification also failed to attain the requisite number of youth, then cases were selected who were not rising juniors. Selection of these latter cases is justified by the fact that VEPS programs also included youth other than rising juniors. All youth who met the original selection criteria were included in the sample, and a systematic random sample of the other list(s) was used to draw a number sufficient to equal the desired size. Similar procedures were followed in cities which had not rigorously applied selection guidelines.

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*Center for Urban Programs, Vocational Exploration in the Private Sector: Final Report and Assessment, 1971-72.

Where the initial listing was within five percent of the desired quota, then the entire group was absorbed. Finally, where the initial list was greater than five percent over the desired number, a systematic random sample was then drawn.

The choice of cities from which to select control groups was made on the basis of the following criteria: (1) potential existence of a large enough pool of in-school NYC enrollees so that a sample could be drawn; (2) ready access to school records and NYC counselors; (3) reasonable assurance of the cooperation of the VEPS staff and the school system, especially during follow-up; and (4) subjective judgments based on individual VEPS program designs. The four programs selected for control groups are: Columbus, Ohio; Flint, Michigan; Pittsburgh, Pennsylvania; and San Bernardino, California.

C. Experimental and Control Group Comparability

The sampling procedures for drawing the control group yielded 151 cases that, in aggregate, are reasonably comparable to the VEPS experimental group. In order to obtain a control group of adequate size, it ultimately proved necessary to deviate from the original, ideal design and to oversample in some cities to offset undersampling in others. Consequently, when the VEPS and control groups are compared, variations can be found.

A number of non-parametic statistical tests were used to determine whether differences between the VEPS and control groups were within tolerable limits, given the sampling problems mentioned above. Although internal validity was tested several ways, the Chi squared test was deemed easiest and most appropriate. In certain cases, classes were collapsed to ensure valid use of the test. Levels of significance in comparing the control group with both the total of all VEPS enrollees and the subtotal from the four VEPS cities with controls are provided in the tables below.

Demographic comparability between the groups is shown in Table 1. While little difference can be noted in terms of enrollee sex, significant variation can be found in age, school year, and ethnicity. The control group is somewhat younger than the VEPS group, and understandably, this age differential is also reflected in school year (more underclassmen). The differential is due to two factors: the emphasis on sixteen year olds in selecting the control group and the rejection of this criterion for selection in certain VEPS programs. The combination of these factors, plus the fact that VEPS was geared to a relatively small universe, results in highly significant distributional differences between the VEPS group and the control group in terms of age. Analysis routines consequently took cognizance of this differential, as explained below and in Part IV of this report.

PART III

ASSESSMENT OF LONGITUDINAL IMPACT ON VEPS-I COMPLETERS

The VEPS-I program enrolled 431 youth in eight cities--Columbus, Ohio (49); Flint, Michigan (62); Fort Worth, Texas (48); Haverhill (20) and Lawrence (33), Massachusetts; Pittsburgh, Pennsylvania (60); Salt Lake City, Utah (99); and San Bernardino, California (60). Although Norfolk, Virginia, also conducted a VEPS-I program, no systematic data were available on enrollees in that city. No follow-up data are available for Lawrence and Haverhill. Almost two-thirds (63.1%, n = 272) completed the year long program. Of the completers, sixty-nine (25.4%) were seniors who graduated. The 159 terminations (36.9%) included forty-two high school dropouts (9.7% of the original group of enrollees and 26.4% of the terminations). The descriptive analysis which follows concentrates on the VEPS-I completers for the summer following the experimental year, their senior year in high school, and the three-month period following graduation of their class. Additional information on the experimental year outcomes may be found in Center for Urban Programs, Vocational Exploration in the Private Sector: Final Report and Assessment, 1971-72. For a comparison of the VEPS-I and VEPS-II programmatic outcomes, see Center for Urban Programs, Vocational Exploration in the Private Sector: Final Report and Assessment, 1972-73; selected comparative demographic and outcome data for the two program years are reported in the Appendix.

Four separate data sets are utilized in this section--academic performance (grade point average and attendance) in the senior year, final high school academic disposition, employment patterns following the VEPS-I experiment, and employment patterns following commencement of the high school class. Statistical assessment of the significance of these longitudinal patterns in comparison to a control group of NYC enrollees is provided in Part IV of this report.

A. Academic Performance of the VEPS-I Completers

Among the several program objectives was a desire to enhance enrollee awareness of the need for, and value of, a high school education. Two indicators of program impact were available to assess the degree of program success--grade point performance (G.P.A.) and attendance. Table 5 provides a comparison of change in academic indicators for the VEPS-I experimental year and the senior year following. The data base for the VEPS-I year was the year preceding (1970-1971); the data base for the senior year is the VEPS-I year (1971-1972). Data for the senior year (1972-73) presumably demonstrate the staying power of the VEPS-I impact, that is the degree to which the VEPS experience continued to manifest itself in improving or stabilizing grade point performance and attendance in school during the senior year.

In terms of grade point average, the aggregate data reveal quite similar impacts. Although in terms of totals, slightly more youth declined

Table 5

Comparison of Change in Academic Indicators for the VEPS-I and Senior Years for VEPS-I Completers

Academic Indicator		VEPS-I Year	Senior Year
Grade Point Average Change	(N)	(254)	(148)
Up		61.8%	56.8%
Same		2.8	2.7
Down		35.4	40.5
		100.0%	100.0%
Summary Scale G.P.A. Change	(N)	(254)	(148)
+1.26 or better		9.1%	6.1%
+0.76 to +1.25		12.2	12.2
+0.26 to +0.75		26.8	28.4
-0.25 to +0.25		28.3	31.8
-0.26 to -0.75		13.4	15.5
-0.76 to -1.25		7.5	3.4
-1.26 or worse		2.8	2.7
		100.1%	100.1%
Attendance Change	(N)	(245)	(129)
Up		49.8%	48.8%
Same		4.9	3.2
Down		45.3	48.0
		100.0%	100.0%
Summary Scale Attendance Change	(N)	(245)	(129)
+10 days or more		26.5%	24.8%
+4 to +9 days		13.5	17.8
-3 to +3 days		22.0	21.7
-4 to -9 days		13.1	14.0
-10 days or more		24.9	21.7
		100.0%	100.0%

TABLE D-7

CHARACTERISTICS OF VEPS WORK EXPERIENCE OF COMPLETERS, BY CITY

VEPS Work Experience		Clev.	Col.S.	Eug.	Flt.	Ft.W.	Geor.	Las V.	Pitt.	Pueb.	SLC	San B.	VEPS-II Total	VEPS-I Total
SIZE OF EMPLOYER	(N)	(78)	(14)	(18)	(29)	(41)	(7)	(13)	(52)	(16)	(54)	(62)	(384)	(261)
1-4		23.1%	78.6%	38.9%	6.9%	0.0%	14.3%	0.0%	11.5%	31.3%	44.4%	12.9%	21.3%	22.2%
5-9		16.7	0.0	27.8	27.6	36.6	28.6	0.0	7.7	31.3	14.8	17.7	18.5	28.0
10-19		10.3	14.3	16.7	44.8	26.8	14.3	0.0	28.8	12.5	22.2	32.3	22.7	13.8
20-29		15.4	7.1	0.0	13.8	24.4	14.3	0.0	21.2	6.3	5.6	9.7	12.8	6.5
30-49		9.0	0.0	16.7	0.0	2.4	0.0	0.0	7.7	6.3	9.3	12.9	7.5	7.7
50-99		2.6	0.0	0.0	6.9	0.0	28.6	0.0	13.5	6.3	3.7	4.8	4.9	10.7
100 or More		23.1	0.0	0.0	0.0	9.8	0.0	100.0	9.6	6.3	0.0	9.7	12.2	11.1
WORK EXPERIENCE	(N)	(78)	(14)	(18)	(29)	(41)	(7)	(13)	(52)	(16)	(54)	(62)	(384)	(261)
Professional		0.0%	0.0%	0.0%	0.0%	4.9%	14.3%	7.7%	0.0%	0.0%	0.0%	0.0%	1.0%	2.3%
Manager		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4
Sales		17.9	7.1	5.6	10.3	2.4	0.0	0.0	19.2	0.0	14.8	16.1	12.5	17.6
Clerical		23.1	28.6	27.8	27.6	19.5	42.9	92.3	19.2	12.5	38.9	37.1	29.7	34.5
Craftman		2.6	7.1	11.1	0.0	24.4	0.0	0.0	0.0	0.0	3.7	4.8	5.2	4.2
Operative		11.5	7.1	27.8	13.8	22.0	14.3	0.0	28.8	62.5	13.0	22.6	19.5	14.2
Laborer		16.7	14.3	11.1	13.8	12.2	0.0	0.0	17.3	25.0	14.8	6.5	13.3	16.1
Service		28.2	35.7	16.7	34.5	14.6	28.6	0.0	15.4	0.0	14.8	12.9	18.7	10.7

TABLE D-8

SELECTED DEMOGRAPHIC CHARACTERISTICS OF VEPS TERMINATORS BY CITY

Demographic Characteristics	Clev.	Col.S.	Eug.	Flt.	Ft.W.	Geor.	Las V.	Pitt.	Pueb.	SLC	San B.	VEPS-II Total	VEPS-I Total
SEX (N)	(21)	(27)	(22)	(38)	(22)	(18)	(8)	(18)	(25)	(68)	(63)	(330)	(159)
Male	71.4%	40.7%	72.7%	50.0%	45.5%	72.2%	0.0%	72.2%	52.0%	47.1%	41.3%	50.9%	53.5%
Female	28.6	59.3	27.3	50.0	54.5	27.8	100.0	27.8	48.0	52.9	58.7	49.1	46.5
AGE (N)	(21)	(26)	(22)	(38)	(21)	(16)	(8)	(18)	(25)	(68)	(63)	(326)	(151)
15 or Younger	9.5%	7.7%	50.0%	5.3%	14.3%	6.3%	0.0%	5.6%	8.0%	11.8%	41.3%	17.8%	12.6%
16 Years	47.6	42.3	13.6	31.6	23.8	37.5	37.5	33.3	36.0	48.5	41.3	38.0	58.9
17 Years	33.3	42.3	36.4	44.7	52.4	31.3	50.0	33.3	44.0	26.5	15.9	33.1	25.8
18 or Older	9.5	7.7	0.0	18.4	9.5	25.0	12.5	27.8	12.0	13.2	1.6	11.0	2.7
ETHNIC BACKGROUND (N)	(21)	(26)	(22)	(38)	(22)	(18)	(8)	(18)	(25)	(68)	(63)	(329)	(159)
Black	76.2%	11.5%	0.0%	84.2%	72.7%	72.2%	87.5%	94.4%	4.0%	14.7%	19.0%	38.6%	40.3%
White	19.0	42.3	95.5	7.9	9.1	16.7	12.5	5.6	4.0	64.7	44.4	36.2	40.9
Spanish Surnames	4.8	46.2	4.5	5.3	18.2	11.1	0.0	0.0	92.0	16.2	36.5	24.0	17.0
Other	0.0	0.0	0.0	2.6	0.0	0.0	0.0	0.0	0.0	4.4	0.0	1.2	1.9
YEAR IN SCHOOL (N)	(21)	(25)	(22)	(37)	(22)	(17)	(8)	(18)	(25)	(68)	(61)	(324)	(155)
Freshman	9.5%	4.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.1%	0.0%	0.0%	0.0%	1.5%	2.6%
Sophomore	33.3	8.0	36.4	0.0	4.5	23.5	0.0	11.1	0.0	0.0	16.4	10.5	11.6
Junior	38.1	24.0	18.2	43.2	18.2	58.8	0.0	27.8	32.0	58.8	68.9	44.1	65.2
Senior	19.0	64.0	45.5	56.8	77.3	17.6	100.0	50.0	68.0	41.2	14.8	43.8	20.6

TABLE D-9

SELECTED FAMILY CHARACTERISTICS OF VEPS TERMINATORS, BY CITY

Family Characteristics	Clev.	Col.S.	Eug.	Flt.	Ft.W.	Geor.	Las V.	Pitt.	Pueb.	SLC	San B.	VEPS-II Total	VEPS-I Total
HEAD OF HOUSEHOLD (N)	(20)	(NA)	(8)	(37)	(6)	(17)	(8)	(18)	(25)	(68)	(63)	(270)	(159)
Father	25.0%	--%	12.5%	18.9%	16.7%	64.7%	0.0%	16.7%	52.0%	47.1%	42.9%	37.0%	36.3%
Mother	60.0	--	62.5	73.0	83.3	11.8	87.5	72.2	28.0	39.7	47.6	50.0	54.8
Other Male	0.0	--	12.5	0.0	0.0	11.8	0.0	5.6	4.0	2.9	0.0	2.6	3.2
Other Female	0.0	--	12.5	5.4	0.0	5.9	12.5	5.6	0.0	4.4	4.8	4.4	2.5
Self	5.0	--	0.0	0.0	0.0	0.0	0.0	0.0	4.0	1.5	0.0	1.1	2.5
Other	10.0	--	0.0	2.7	0.0	5.9	0.0	0.0	12.0	4.4	4.8	4.8	0.6
EMPLOYMENT OF HEAD (N)	(15)	(NA)	(8)	(36)	(1)	(17)	(8)	(18)	(24)	(60)	(63)	(250)	(155)
Over 35 hrs.	6.7%	--%	50.0%	13.9%	0.0%	52.9%	50.0%	16.7%	25.0%	45.0%	31.7%	31.6%	31.0%
35 hrs. or less	13.3	--	25.0	8.3	100.0	23.5	25.0	11.1	0.0	8.3	23.8	14.4	12.4
Unemployed	80.0	--	25.0	77.8	0.0	23.5	25.0	72.2	75.0	46.7	44.4	54.0	56.6
CONTRIBUTES TO FAMILY SUPPORT (N)	(14)	(NA)	(8)	(32)	(NA)	(15)	(7)	(18)	(25)	(55)	(63)	(237)	(152)
Yes	28.6%	--%	62.5%	0.0%	--%	33.3%	57.1%	11.1%	56.0%	41.8%	58.7%	39.7%	34.7%
No	71.4	--	37.5	100.0	--	66.7	42.9	88.9	44.0	58.2	41.3	60.3	65.3
PUBLIC HOUSING (N)	(19)	(NA)	(NA)	(36)	(5)	(17)	(7)	(18)	(24)	(52)	(59)	(237)	(152)
Yes	26.3%	--%	--%	22.2%	0.0%	0.0%	14.3%	44.4%	16.7%	13.5%	3.4%	14.8%	22.6%
No	73.7	--	--	77.8	100.0	100.0	85.7	55.6	83.3	86.5	96.6	85.2	77.4
PUBLIC ASSISTANCE (N)	(19)	(23)	(19)	(37)	(17)	(16)	(7)	(17)	(23)	(65)	(60)	(303)	(152)
Yes	78.9%	13.0%	5.3%	78.4%	47.1%	6.3%	57.1%	41.2%	60.9%	27.7%	55.0%	43.9%	44.4%
No	21.1	87.0	94.7	21.6	52.9	93.8	42.9	58.8	39.1	72.3	45.0	56.1	55.6

TABLE D-10

SELECTED EMPLOYMENT HISTORY CHARACTERISTICS OF VEPS TERMINATORS, BY CITY

Employment History		Clev.	Col.S.	Eug.	Flt.	Ft.W.	Geor.	Las V.	Pitt.	Pueb.	SLC	San B.	VEPS-II Total	VEPS-I Total
EVER WORKED	(N)	(14)	(NA)	(16)	(36)	(22)	(17)	(7)	(18)	(25)	(54)	(63)	(272)	(150)
Yes		92.9%	--%	43.8%	55.6%	54.5%	88.2%	42.9%	83.3%	96.0%	64.8%	93.7%	74.6%	52.7%
No		7.1	--	56.3	44.4	45.5	11.8	57.1	16.7	4.0	35.2	6.3	25.4	47.3
PRESENTLY WORKING	(N)	(14)	(NA)	(11)	(36)	(11)	(17)	(7)	(18)	(25)	(53)	(56)	(248)	(149)
Yes		28.6%	--%	0.0%	0.0%	0.0%	11.8%	0.0%	11.1%	4.0%	7.5%	1.8%	5.6%	11.4%
No		64.3	--	18.2	55.6	9.1	76.5	42.9	72.2	92.0	56.6	91.1	66.5	40.9
Never Worked		7.1	--	81.8	44.4	90.9	11.8	57.1	16.7	4.0	35.8	7.1	27.8	47.7
WORKED 30 DAYS	(N)	(14)	(NA)	(15)	(36)	(11)	(15)	(7)	(18)	(25)	(52)	(63)	(256)	(147)
Yes		78.6%	--%	40.0%	47.2%	9.1%	80.0%	42.9%	77.8%	88.0%	57.7%	88.9%	67.2%	46.9%
No		14.3	--	0.0	8.3	0.0	6.7	0.0	5.6	8.0	5.8	4.8	5.9	4.8
Never Worked		7.1	--	60.0	44.4	90.9	13.3	57.1	16.7	4.0	36.5	6.3	26.9	48.3

TABLE D-11

CHARACTERISTICS OF VEPS WORK EXPERIENCE OF TERMINATORS, BY CITY

VEPS Work Experience		Clev.	Col.S.	Eug.	Flt.	Ft.W.	Geor.	Las V.	Pitt.	Pueb.	SLC	San B.	VEPS-II Total	VEPS-I Total
SIZE OF EMPLOYER	(N)	(18)	(27)	(21)	(32)	(20)	(18)	(8)	(17)	(20)	(68)	(58)	(307)	(132)
1-4		38.9%	33.3%	28.6%	3.1%	5.0%	33.3%	0.0%	23.5%	55.0%	41.2%	15.5%	26.7%	24.2%
5-9		5.6	18.5	47.6	40.6	40.0	27.8	0.0	11.8	30.0	16.2	24.1	24.4	24.2
10-19		16.7	37.0	19.0	34.4	30.0	5.6	0.0	29.4	0.0	11.8	32.8	21.8	16.7
20-29		16.7	3.7	0.0	18.8	5.0	5.6	0.0	17.6	0.0	4.4	17.2	9.1	6.1
30-49		11.1	0.0	4.8	0.0	5.0	16.7	0.0	5.9	5.0	17.6	5.2	7.8	6.1
50-99		5.6	0.0	0.0	0.0	0.0	11.1	0.0	5.9	10.0	4.4	0.0	2.9	13.6
100 or More		5.6	7.4	0.0	3.1	15.0	0.0	100.0	5.9	0.0	4.4	5.2	7.2	9.1
WORK EXPERIENCE	(N)	(18)	(27)	(21)	(32)	(20)	(18)	(8)	(17)	(20)	(68)	(58)	(307)	(129)
Professional		0.0%	0.0%	0.0%	0.0%	0.0%	5.6%	0.0%	0.0%	0.0%	0.0%	3.4%	1.0%	0.0%
Manager		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8
Sales		0.0	7.4	9.5	6.2	10.0	16.7	0.0	17.6	10.0	7.4	13.8	9.4	12.4
Clerical		22.2	48.1	0.0	18.7	40.0	16.7	100.0	5.9	15.0	19.1	32.7	25.4	34.1
Craftsman		5.6	3.7	4.8	3.1	15.0	16.7	0.0	0.0	15.0	11.8	6.9	8.1	2.3
Operative		16.6	7.4	23.8	6.2	15.0	5.6	0.0	29.4	25.0	33.8	12.1	18.2	25.6
Laborer		11.1	25.9	33.3	18.7	10.0	11.1	0.0	5.9	10.0	13.2	12.1	14.7	14.7
Service		44.4	7.4	28.6	46.9	10.0	27.8	0.0	41.2	25.0	14.7	19.0	23.1	10.1

TABLE D-12

ACADEMIC INDICATORS OF VEPS TERMINATORS, BY CITY

	Clev.	Col.S.	Eug.	Flt.	Ft.W.	Geor.	Las V.	Pitt.	Pueb.	SLC	San B.	VEPS-II Total	VEPS-I Total
DIRECTION OF G.P.A. CHANGE (N)	(7)	(20)	(NA)	(32)	(11)	(10)	(6)	(9)	(12)	(49)	(39)	(195)	(65)
Up	14.3%	35.0%	--%	53.1%	27.3%	80.0%	33.3%	55.6%	50.0%	67.3%	43.6%	50.8%	53.8%
Same	57.1	5.0	--	0.0	9.1	0.0	0.0	11.1	16.7	6.1	2.6	6.7	3.1
Down	28.6	60.0	--	46.9	63.6	20.0	66.7	33.3	33.3	26.5	53.8	42.6	43.1
SCALE G.P.A. CHANGE (N)	(7)	(20)	(NA)	(32)	(11)	(10)	(6)	(9)	(12)	(49)	(39)	(195)	(65)
+1.26 or Better	0.0%	0.0%	--%	9.4%	0.0%	10.0%	0.0%	11.1%	0.0%	0.0%	0.0%	2.6%	7.7%
+0.76 to +1.25	0.0	20.0	--	12.5	27.3	10.0	16.7	11.1	16.7	18.4	10.3	14.9	10.8
+0.26 to +0.75	14.3	5.0	--	15.6	0.0	0.0	33.3	22.2	16.7	32.7	23.1	19.5	26.2
+0.25 to -0.25	71.4	40.0	--	31.3	9.1	70.0	50.0	22.2	50.0	30.6	25.6	34.4	23.1
-0.26 to -0.75	0.0	20.0	--	15.6	9.1	0.0	0.0	33.3	8.3	12.2	30.8	16.4	17.0
-0.76 to -1.25	0.0	15.0	--	6.3	18.2	10.0	0.0	0.0	8.3	6.1	10.3	8.2	9.2
-1.26 or Worse	14.3	0.0	--	9.4	36.4	0.0	0.0	0.0	0.0	0.0	0.0	4.1	6.2
DIRECTION OF ATTENDANCE CHANGE (N)	(7)	(19)	(NA)	(31)	(11)	(6)	(5)	(9)	(7)	(25)	(27)	(147)	(61)
Up	14.3%	21.1%	--%	35.5%	81.8%	83.3%	40.0%	33.3%	57.1%	68.0%	44.4%	46.2%	45.9%
Same	0.0	15.8	--	9.7	9.1	16.7	0.0	0.0	14.3	8.0	18.5	10.9	3.3
Down	85.7	63.2	--	54.8	9.1	0.0	60.0	66.7	28.6	24.0	37.0	42.8	50.8
SCALE OF ATTENDANCE CHANGE (N)	(7)	(19)	(NA)	(31)	(11)	(6)	(5)	(9)	(7)	(25)	(27)	(147)	(61)
+10 Days or More	14.3%	10.5%	--%	22.6%	18.2%	33.3%	0.0%	11.1%	28.6%	36.0%	11.1%	19.7%	18.0%
+4 to +9	0.0	10.5	--	9.7	27.3	16.7	0.0	22.2	14.3	12.0	18.5	13.6	19.7
+3 to -3	28.6	36.8	--	22.6	45.5	50.0	60.0	11.1	28.6	32.0	48.1	34.7	18.0
-4 to -9	14.3	36.8	--	12.9	9.1	0.0	20.0	11.1	0.0	8.0	11.1	13.6	19.7
-10 or More	42.9	5.3	--	32.3	0.0	0.0	20.0	44.4	28.6	12.0	11.1	18.4	24.6

TABLE D-13

REASONS GIVEN FOR TERMINATION OF VEPS ENROLLEES, BY SIZE OF VEPS EMPLOYER (NUMBER OF FULL-TIME EMPLOYEES)

Reason for	SIZE OF EMPLOYER							VEPS-II	VEPS-I
Termination	1-4	5-9	10-19	20-29	30-49	50-99	100 plus	Total	Total
Other Private Sector Job	14.7%	26.5%	23.5%	8.8%	11.8%	0.0%	14.7%	11.5%	17.8%
Involuntary Transfer to NYC	25.0	50.0	25.0	0.0	0.0	0.0	0.0	2.7	9.3
Pregnancy	20.0	20.0	40.0	0.0	0.0	0.0	20.0	1.7	4.7
Not Interested	27.3	27.3	18.2	4.5	9.1	0.0	13.6	7.5	5.4
Moved	23.1	7.7	30.8	15.4	7.7	0.0	15.4	4.4	7.0
Laid off, Fired, Quit, etc.	24.4	25.6	19.2	14.1	10.3	2.7	3.8	26.4	9.3
Other	35.6	21.9	24.7	6.8	1.4	2.7	6.8	24.7	20.2
School Dropout	27.4	22.6	17.7	8.1	11.3	8.1	4.8	21.0	26.4
TOTAL	26.7%	24.1%	21.7%	9.1%	7.8%	3.0%	7.5%	99.9%	100.1%
(N)	(79)	(71)	(64)	(27)	(23)	(9)	(22)	(295)	(129)

TABLE D-14

REASONS GIVEN FOR TERMINATIONS OF VEPS ENROLLEES, BY TYPE OF VEPS WORK EXPERIENCE

Reason for Termination	Prof.	Mngr.	Sales	VEPS WORK EXPERIENCE Cler.	Craft.	Oper.	Labr.	Service	Never Worked	(N)
Other Private Sector Job	0.0%	0.0%	11.8%	23.5%	5.9%	20.6%	20.6%	17.6%	0.0%	(34)
Involuntary Transfer to NYC	12.5	0.0	0.0	25.0	12.5	25.0	12.5	12.5	0.0	(8)
Pregnancy	0.0	0.0	0.0	80.0	0.0	0.0	0.0	20.0	0.0	(5)
Not Interested	0.0	0.0	7.7	15.4	7.7	23.1	15.4	15.4	15.4	(26)
Moved	0.0	0.0	6.7	46.7	0.0	13.3	6.7	13.3	13.3	(15)
Laid Off, Fired, Quit, etc.	1.3	0.0	17.9	17.9	10.3	10.3	14.1	28.2	0.0	(78)
Other	1.3	0.0	3.8	28.8	5.0	16.3	13.8	22.5	8.8	(80)
School Dropout	0.0	0.0	5.6	15.5	9.9	22.5	11.3	22.5	12.7	(71)
VEPS-II TOTAL	0.9%	0.0%	8.8%	23.0%	7.6%	17.0%	13.7%	22.1%	6.9%	(317)

TABLE D-15

SELECTED DEMOGRAPHIC CHARACTERISTICS OF VEPS DROPOUTS, BY CITY

Demographic Characteristics		Clev.	Col.S.	Eug.	Flt.	Ft.W.	Geor.	Las V.	Pitt.	Pueb.	SLC	San B.	VEPS-II Total	VEPS-I Total
SEX	(N)	(14)	(2)	(8)	(6)	(0)	(3)	(0)	(8)	(10)	(11)	(9)	(71)	(42)
Male		71.4%	50.0%	75.0%	83.3%	--%	66.7%	--%	87.5%	40.0%	18.2%	66.7%	60.6%	66.7%
Female		28.6	50.0	25.0	16.7	--	33.3	--	12.5	60.0	81.8	33.3	39.4	33.3
AGE	(N)	(14)	(2)	(8)	(6)	(0)	(3)	(0)	(8)	(10)	(11)	(9)	(71)	(42)
15 or less		0.0%	0.0%	37.5%	0.0%	--%	0.0%	--	0.0%	10.0%	9.1%	33.3%	11.3%	11.9%
16		57.1	0.0	25.0	50.0	--	33.3	--	12.5	30.0	54.5	55.6	40.8	61.9
17		35.7	50.0	37.5	33.3	--	66.7	--	62.5	30.0	9.1	11.1	32.4	23.8
18 or more		7.1	50.0	0.0	16.7	--	0.0	--	25.0	30.0	27.3	0.0	15.5	2.4
ETHNIC	(N)	(14)	(2)	(8)	(6)	(0)	(3)	(0)	(8)	(10)	(11)	(9)	(71)	(42)
Black		71.4%	0.0%	0.0%	50.0%	--%	100.0%	--%	100.0%	0.0%	27.3%	11.1%	39.4%	45.2%
White		21.4	50.0	87.5	16.7	--	0.0	--	0.0	10.0	54.5	44.4	32.4	40.5
Spanish Surname		7.1	50.0	12.5	16.7	--	0.0	--	0.0	90.0	18.2	44.4	26.8	14.3
Other		0.0	0.0	0.0	16.7	--	0.0	--	0.0	0.0	0.0	0.0	1.4	0.0
YEAR IN SCHOOL	(N)	(14)	(1)	(8)	(6)	(0)	(3)	(0)	(8)	(10)	(11)	(8)	(69)	(42)
Freshman		7.1%	0.0%	0.0%	0.0%	--%	0.0%	--%	12.5%	0.0%	0.0%	0.0%	2.9%	4.8%
Sophomore		35.7	0.0	50.0	0.0	--	0.0	--	12.5	0.0	0.0	12.5	15.9	19.0
Junior		42.9	0.0	12.5	83.3	--	100.0	--	12.5	50.0	54.5	87.5	49.3	66.7
Senior		14.3	100.0	37.5	16.7	--	0.0	--	62.5	50.0	45.5	0.0	31.9	9.5

TABLE D-16

SELECTED FAMILY CHARACTERISTICS OF VEPS DROPOUTS, BY CITY

Family Characteristics		Clev.	Col.S.	Eug.	Flt.	Ft.W.	Geor.	Las V.	Pitt.	Pueb.	SLC.	San B.	VEPS-II Total	VEPS-I Total
HEAD OF HOUSEHOLD	(N)	(13)	(0)	(2)	(6)	(0)	(3)	(0)	(8)	(10)	(11)	(9)	(62)	(42)
Father		15.4%	--%	0.0%	33.3%	--%	33.3%	--%	25.0%	30.0%	45.5%	22.2%	25.8%	19.0%
Mother		61.5	--	100.0	33.3	--	33.3	--	62.5	40.0	27.3	66.7	53.2	69.0
Other		23.1	--	0.0	33.3	--	33.3	--	12.5	30.0	27.3	11.1	20.9	11.9
EMPLOYMENT OF HEAD	(N)	(8)	(0)	(2)	(6)	(0)	(3)	(0)	(8)	(9)	(9)	(9)	(54)	(39)
Over 35 hours		0.0%	--%	100.0%	16.7%	--%	0.0%	--%	12.5%	33.3%	33.3%	55.6%	27.8%	28.2%
35 Hours or Less		12.5	--	0.0	33.3	--	33.3	--	12.5	0.0	11.1	0.0	11.1	5.1
Unemployed		87.5	--	0.0	50.0	--	66.7	--	75.0	66.7	55.6	44.4	61.1	66.7
CONTRIBUTES TO FAMILY SUPPORT	(N)	(7)	(0)	(2)	(5)	(0)	(2)	(0)	(8)	(10)	(9)	(9)	(52)	(40)
Yes		14.3%	--%	50.0%	0.0%	--%	50.0%	--%	0.0%	50.0%	55.6%	66.7%	36.5%	32.5%
No		85.7	--	50.0	100.0	--	50.0	--	100.0	50.0	44.4	33.3	63.5	67.5
LIVES IN PUBLIC HOUSING	(N)	(12)	(0)	(0)	(6)	(0)	(3)	(0)	(8)	(10)	(7)	(9)	(55)	(37)
Yes		16.7%	--%	--%	33.3%	--%	0.0%	--%	12.5%	40.0%	0.0%	0.0%	16.4%	27.0%
No		83.3	--	--	66.7	--	100.0	--	87.5	60.0	100.0	100.0	83.6	73.0
PUBLIC ASSISTANCE	(N)	(12)	(2)	(7)	(6)	(0)	(2)	(0)	(8)	(9)	(10)	(9)	(65)	(41)
Yes		83.3%	0.0%	0.0%	83.3%	--%	0.0%	--%	25.0%	100.0%	40.0%	77.8%	56.9%	63.4%
No		16.7	100.0	100.0	16.7	--	100.0	--	75.0	0.0	60.0	22.2	43.1	36.6

TABLE D-17

SELECTED EMPLOYMENT HISTORY CHARACTERISTICS OF VEPS DROPOUTS, BY CITY

Employment History		Clev.	Col.S.	Eug.	Flt.	Ft.W.	Geor.	LasV.	Pitt.	Pueb.	SLC	San B.	VEPS-II Total	VEPS-I Total
EVER WORKED	(N)	(7)	(0)	(6)	(6)	(0)	(3)	(0)	(8)	(10)	(8)	(9)	(57)	(39)
Yes		85.7%	--%	16.7%	83.3%	--%	100.0%	--%	75.0%	90.0%	62.5%	100.0%	77.2%	56.4%
No		14.3	--	83.3	16.7	--	0.0	--	25.0	10.0	37.5	0.0	22.8	43.6
CURRENTLY WORKING	(N)	(7)	(0)	(5)	(6)	(0)	(3)	(0)	(8)	(10)	(8)	(8)	(55)	(39)
Yes		28.6%	--%	0.0%	0.0%	--%	0.0%	--%	12.5%	0.0%	0.0%	0.0%	5.4%	10.2%
No		57.1	--	0.0	83.3	--	100.0	--	62.5	90.0	62.5	100.0	70.9	46.2
Never Worked		14.3	--	100.0	16.7	--	0.0	--	25.0	10.0	37.5	0.0	23.6	43.6
WORKED 30 DAYS OR MORE	(N)	(7)	(0)	(6)	(6)	(0)	(2)	(0)	(8)	(10)	(8)	(9)	(56)	(39)
Yes		57.1%	--%	16.7%	83.3%	--%	100.0%	--%	75.0%	80.0%	62.5%	88.9%	69.6%	51.3%
No		28.6	--	0.0	0.0	--	0.0	--	0.0	10.0	0.0	11.1	7.1	5.1
Never Worked		14.3	--	83.3	16.7	--	0.0	--	25.0	10.0	37.5	0.0	23.2	43.6

APPENDIX E

NUMBER OF YOUTH ENGAGED IN VARIOUS WORK EXPERIENCES

Job Code	N	Title of Work Experience
001	1	Accountants
004	2	Computer Sytems Analyst
056	1	Personnel and Labor Relations
101	1	Recreation
151	2	Chemical Technician; Chemical Mixer Aide
184	1	Editor and Reporter; Advertisement Aide
191	1	Photographer; Cameraman Aide
265	1	Insurance Agent
280	93	Salesmen; Sales Clerk, Maintenance; Cashier; Marketing and Sales Aide; Rental Clerk; Retail Clerk; Clerk Trainee
301	1	Bankteller
305	9	Bookkeeper
310	24	Cashiers; Sales; Check out; Window Cashier; Clerical Cashier
311	7	Clerical Assistant; Social Welfare
314	4	Counter Clerk; Mail Order Clerk
323	2	Expediters and Production Controller; Production Planning Aide, Material Inspector and Stocking
325	9	File Clerk; Medical Records Trainee; Filing
332	3	Mail Handlers
333	7	Messengers and Office Boys; Secretarial; Clerical Office Work; Mailroom
341	1	Bookkeeping and Billing Machine Operators; Proof Machine Operators
344	2	Duplicating Machine Operator
355	3	Office Machine Operator
361	1	Postal Clerk; Mail Warehouse Aide
364	12	Receptionists; Telephone Receptionist Clerk Typist
372	12	Secretaries; Receptionists
374	2	Shipping and Receiving Clerk
375	1	Statistical Clerk
381	13	Stock Clerks
382	3	Teacher's Aide
391	14	Typists
394	4	Miscellaneous Clerical Workers; Vault Safe Deposit, Credit Clerk
395	102	Not Specified Clerical Workers; Service Clerical Office Aide,; Clerical Aide; Customer Relations
402	4	Baker; Cook
405	2	Bookbinders; Bookbinder Aide
413	1	Cabinet Maker
415	4	Carpenter

Job Code	N	Title of Work Experience
420	1	Carpet Installer; Carpet Layout Aide
425	4	Decorators and Window Dressers; Floral Assistants; Loading and Arranging; Sales Display; Window Display
443	2	Furniture and Wood Finishers; Stainers and Trimmers
452	1	Inspectors; Presser Inspector
461	11	Machinist; Moldmakers; Mashing
470	1	Air Conditioning; Heating; Refrigeration
472	4	Auto Body Repair
473	5	Auto Mechanics
474	4	Auto Mechanic Apprentice
475	6	Data Processing Machine Operator; Shipping-Receiving Clerk
482	2	Miscellaneous Mechanics and Repairmen
510	2	Painting
542	1	Shoe Repair
543	1	Sign Painters and Letterers
551	2	Tailors
602	27	Assemblers
610	5	Checkers; Examiners; Inspectors
611	3	Clothing Ironers and Pressors; Cleaner, Pressing
615	1	Dry Wall Installers and Laborers
623	35	Garage Workers and Gas Station Attendants
630	1	Laundry and Dry Cleaning Operators
631	1	Meat Cutters; Butchers
640	1	Mine Operators
643	10	Packers, Wrappers
645	5	Photographic Process
662	1	Sawyer; Saw Operator
663	7	Sewers and Stitchers
664	1	Shoemaking Machine Operator
690	7	Machine Operator Miscellaneous
692	2	Machine Operator not Miscellaneous
694	55	Miscellaneous Operatives; Engineering; Printing Apprentice; Butcher's Aide; Baker's Aide; Craft Mechanic Aide; Shop Helper
695	2	Not Specified Operatives
705	2	Delivery and Routemen
711	4	Parking Attendant
750	2	Carpenter's Aide
751	2	Construction Helper
755	7	Gardeners and Groundskeepers
762	74	Stock Handlers; Stocking; Box Boy; Sales and Stock Clerk; Bagging; Delivery; Shipping
764	11	Vehicle Washers and Equipment Cleaners
770	9	Warehouseman
780	7	Miscellaneous Laborers
785	2	Not Specified Laborers
822	1	Farm Laborer
823	2	Farm Laborer; Unpaid Family; Ranch Management
902	5	Cleaners and Charwomen
903	21	Janitors and Sextons
901	1	Maid
911	7	Busboy; Counter Girl

Job Code	N	Title of Work Experience
912	8	Cooks
913	6	Dishwasher
914	4	Food Counter and Fountain Worker
915	28	Waiters and Waitresses
916	47	Food Service Workers
921	1	Dental Assistant
922	2	Health Aids (Except Nursing)
925	9	Nursing Aides, Orderlies and Attendants
926	2	Practical Nurses
933	3	Attendant; Personal Services
942	26	Child Care Workers
944	6	Hairdressers and Cosmotologists
981	3	Cooks; Private Household

PART IV

COMPARISON OF VEPS COMPLETER AND CONTROL GROUP OUTCOMES

To determine whether the generally favorable VEPS programmatic outcomes reported in the previous section were due to the program or to intervening variables (such as natural maturation or localized economic or educational situations), a control group of regular NYC enrollees was drawn in four of the eight cities operating a VEPS-I program; these cities were: Columbus, Ohio; Flint, Michigan; Pittsburgh, Pennsylvania; and San Bernardino, California. The control group selection process is detailed in Part II of this report. A total of 151 NYC youth was selected for the control group, compared to 155 VEPS-I completers in the same four cities. The analysis N may vary with individual variables and correlations due to missing data.

Comparison of outcomes focuses upon three data sets: (1) academic indicators as measured by change in grade point average and attendance patterns; (2) the graduation and dropout rates; and (3) employability of the youth upon graduation. Where rational data are involved (grade point average and attendance), T-scores were deemed an appropriate statistical measure of significance; with nominal data (graduation rates and employability), Chi square was utilized. For each of the data sets, some discussion of programmatic outcomes is provided for individual cities. By examining the nuances of the data within specific programs, the impact of those nuances upon aggregate impact measures can be appreciated. Also, discussion of outcomes in individual cities provides some orientation to the reader in interpreting statistical presentations. Finally, such analysis permits the reader to assess levels of success within individual cities, and, by using prior reports, to compare their own situation and work experience programs to those in the VEPS-I cities. Due to small cells, statistical significance tests were not computed for all cities for all variables.

A. Comparison of Academic Performance and Attendance Patterns

The t-scores provided in Table 11 compare grade point averages and attendance patterns for the two groups in each of the four cities by year and by change between years. Given the guidelines for selecting VEPS enrollees we would expect the t-scores for the 1970-71 school year to indicate a bias against the VEPS-I group, that is, the scores would indicate that the VEPS youth were lower in grade point performance (indicated by a negative sign) and higher in absences (indicated by a positive sign). The asterisks next to each t-score indicate levels of significance. We would further expect that, if the VEPS program occasioned change among the enrollees in the 1971-72 experimental year, the intensity of the t-score bias against the VEPS-I group would diminish or reverse to the point that there would be little difference between the two groups (non-significant t-scores). We would further expect that the "no significant difference" pattern would hold constant in 1972-73, indicative of a long range positive impact for the program.

In terms of change, our expectations are similar. Change from 1970-71 through 1971-72 should reveal significant improvement among the VEPS youth; the durability of that change (at a lower level of or no significance because much of the gap would have been eliminated between the two groups) should be revealed in change from 1971-72 through 1972-73. Finally we would expect to find significant differences in terms of change over the period 1970-71 through 1972-73. In light of previous analysis, we would expect change in grade point performance to be at a higher level of significance than change in attendance patterns.

As can be seen in Table 11, the expectations regarding the impact of VEPS are generally confirmed when enrollee data are compared to that of the control group. In terms of grade point average the differences between the VEPS-I and the control groups is in the expected direction (negative) for the 1970-71 base year with the exception of San Bernardino. Succinctly interpreted, the data reveal that the VEPS-I group in three of the four cities (significantly in Flint and Pittsburgh) was initially inferior to the control group in academic performance. In San Bernardino, the VEPS-I group was superior, but the difference is not statistically significant. We find also that the difference between the groups narrows considerably for the experimental year (1971-72) in the expected direction, again with the exception of San Bernardino. Finally, for the 1972-73 senior year the t-scores reveal that virtually no difference exists between the two groups. This is indicative that in each city, the impact of the program was to stabilize and equalize grade point performances between the VEPS and control groups. This is a positive outcome for the programs in Columbus, Flint and Pittsburgh (particularly the latter two) and a negative outcome for San Bernardino. It should be emphasized that the outcome in San Bernardino, while negative, is not statistically significant; the data merely reflect the influence of the creaming that occurred in the selection of enrollees for VEPS in that city. Pittsburgh definitely recruited youth with "hard core" academic problems, so that any change could only mean an improvement in that city.

Considering the change data, once again the expected distributions occur with the exception of San Bernardino. The impact of VEPS during the experimental year results in significant change in Flint and Pittsburgh; in Columbus the change is incremental and maximizes during the senior year. Overall, change from performance in 1970-71 to performance in 1972-73 is significant in Columbus (.05 level), Flint (.02 level) and Pittsburgh (.01 level). In San Bernardino change is in the negative direction, although the amount of change is not statistically significant.

In summary then, the conclusion that the VEPS program had a positive and significant impact upon grade point performance for the VEPS enrollees is confirmed in three cities--Columbus, Flint and Pittsburgh; in San Bernardino (which had been somewhat selective in its VEPS recruiting), change is in the negative direction and reflects the creaming process, but is not statistically significant.

The t-scores for the attendance data are also in the expected direction. For the 1970-71 base year, the VEPS-I completers were absent to a greater degree than the control group (indicated by the positive sign preceding the t-scores). Impact over the long term is significant only in

TABLE D-1

SELECTED FAMILY CHARACTERISTICS, BY CITY AND TOTAL*

Family Characteristics		Clev.	Col.S.	Eug.	Flt.	Ft.W.	Geor.	Las V.	Pitt.	Pueb.	SLC.	San B.	VEPS-II Total	VEPS-I Total
LIVES WITH	(N)	(98)	(0)	(1)	(66)	(38)	(24)	(21)	(70)	(41)	(122)	(125)	(606)	(427)
Both Parents		24.5%	--%	--%	19.7%	36.8%	58.3%	19.0%	31.4%	41.5%	46.7%	48.0%	37.1%	36.2%
Father		7.1	--	--	--	5.3	--	--	1.4	4.9	0.8	4.0	3.0	0.9
Mother		60.2	--	100.0	72.7	52.6	12.5	71.4	55.7	39.0	40.2	40.8	49.7	54.5
Guardian		3.1	--	--	3.0	5.3	12.5	9.5	10.0	2.4	7.4	2.4	5.3	3.5
Other		5.1	--	--	4.5	--	16.7	--	1.4	12.2	4.9	4.8	4.9	4.9
HEAD OF HOUSEHOLD	(N)	(98)	(0)	(15)	(66)	(38)	(24)	(21)	(70)	(41)	(122)	(125)	(620)	(429)
Father		31.6%	--%	26.7%	19.7%	42.1%	58.3%	19.0%	32.9%	46.3%	47.5%	52.0%	39.8%	36.4%
Mother		60.2	--	53.3	72.7	52.6	12.5	71.4	55.7	39.0	40.2	40.8	49.7	55.4
Other		8.1	--	20.0	7.5	5.3	29.2	9.6	11.4	14.6	12.3	7.2	10.6	8.2
EMPLOYMENT OF HEAD	(N)	(86)	(0)	(15)	(65)	(3)	(24)	(21)	(70)	(40)	(104)	(125)	(553)	(409)
Full-time		22.1%	--%	40.0%	9.2%	33.3%	45.8%	33.3%	18.6%	22.5%	43.3%	32.8%	28.6%	31.1%
35 hrs. or less		15.1	--	20.0	4.6	33.3	29.2	14.3	20.0	--	8.7	25.6	15.4	14.9
Unemployed		62.8	--	40.0	86.2	33.3	25.0	52.4	61.4	77.5	48.1	41.6	56.0	54.0
CONTRIBUTES TO FAMILY SUPPORT	(N)	(89)	(0)	(15)	(60)	(2)	(19)	(19)	(69)	(41)	(97)	(125)	(536)	(370)
Yes		71.9%	--%	60.0%	--%	100.0%	36.8%	63.2%	15.9%	70.7%	33.0%	69.6%	47.2%	30.8%
No		28.1	--	40.0	100.0	--	63.2	36.8	84.1	29.3	67.0	30.4	52.8	69.2
PUBLIC HOUSING	(N)	(80)	(0)	(0)	(65)	(34)	(24)	(18)	(70)	(40)	(92)	(111)	(534)	(404)
Yes		21.3%	--%	--%	16.9%	17.6%	--%	22.2%	40.0%	15.0%	13.0%	8.1%	17.4%	21.8%
No		78.7	--	--	83.1	82.4	100.0%	77.8	60.0	85.0	87.0	91.9	82.6	78.2
PUBLIC ASSISTANCE	(N)	(92)	(34)	(36)	(65)	(51)	(23)	(20)	(69)	(39)	(118)	(115)	(662)	(422)
Yes		77.2%	11.8%	11.1%	83.1%	31.4%	4.3%	60.0%	49.3%	66.7%	28.8%	53.0%	47.9%	47.9%
No		22.8	88.2	88.9	16.9	68.6	95.7	40.0	50.7	33.3	71.2	47.0	52.1	52.1

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*Comparable to VEPS-I, 98.5% of the enrollees were single. Two youth were married in Cleveland, Fort Worth and Pueblo; one each in Georgetown, Salt Lake City and San Bernardino.

TABLE D-2

SELECTED EMPLOYMENT HISTORY CHARACTERISTICS OF VEPS ENROLLEES, BY CITY

Employment History		Clev.	Col.S.	Eug.	Flt.	Ft.W.	Geor.	LasV.	Pitt.	Pueb.	SLC	SanB.	VEPS-II Total	VEPS-I Total
EVER WORKED	(N)	(89)	(0)	(27)	(65)	(63)	(24)	(20)	(70)	(41)	(98)	(125)	(622)	(405)
Yes		97.8%	--%	55.6%	53.8%	52.4%	83.3%	60.0%	68.6%	95.1%	61.2%	92.0%	74.6%	58.3%
No		2.2	--	44.4	46.2	47.6	16.7	40.0	31.4	4.9	38.8	8.0	25.4	41.7
PRESENTLY WORKING	(N)	(88)	(0)	(15)	(65)	(34)	(24)	(18)	(70)	(41)	(94)	(112)	(561)	(402)
Yes		36.4%	--%	0.0%	7.7%	0.0%	12.5%	0.0%	4.3%	2.4%	6.4%	1.8%	9.3%	12.4%
No		63.6	--	100.0	92.3	100.0	87.5	100.0	95.7	97.6	93.6	98.2	90.7	87.6
WORKED 30 DAYS OR MORE	(N)	(89)	(0)	(25)	(65)	(32)	(22)	(20)	(70)	(41)	(94)	(125)	(583)	(397)
Yes		91.1%	--%	52.0%	47.7%	6.3%	68.2%	60.0%	61.4%	90.2%	47.9%	87.2%	66.5%	51.1%
No		8.9	--	48.0	52.3	93.7	31.8	40.0	38.6	9.8	52.1	12.8	33.6	48.9

TABLE D-3

MEAN SCHOOL DAYS ABSENT FOR 1971-72 AND 1972-73, BY CITY

	X Days Absent (1971-72)				X Days Absent (1972-73)	
City	Universe	(N)	Completers	(N)	VEPS Completers	Absence Change*
Cleveland	027	(94)	023	(76)	024	-001
Colorado Springs	008	(34)	007	(14)	010	-003
Flint	028	(66)	027	(29)	031	-004
Fort Worth	024	(59)	022	(36)	015	+007
Georgetown	018	(14)	005	(3)	004	+001
Las Vegas	018	(18)	018	(2)	020	-002
Pittsburgh	035	(60)	035	(51)	032	+003
Pueblo	018	(28)	019	(8)	012	+007
Salt Lake City	024	(93)	016	(29)	014	+002
San Bernardino	011	(69)	009	(39)	010	-001

*+ = improvement or fewer days absent; - = decline or more days absent

TABLE D-4

SELECTED DEMOGRAPHIC CHARACTERISTICS OF VEPS COMPLETERS, BY CITY

Demographic Characteristics		Clev.	Col.S.	Eug.	Flt.	Ft.W.	Geor.	Las V.	Pitt.	Pueb.	SLC	San B.	VEPS-II Total	VEPS-I Total
SEX	(N)	(78)	(14)	(20)	(29)	(41)	(7)	(13)	(52)	(16)	(54)	(62)	(386)	(272)
Male		65.4%	50.0%	60.0%	51.7%	56.1%	28.6%	15.4%	53.8%	87.5%	44.4%	43.5%	53.1%	51.8%
Female		34.6	50.0	40.0	48.3	43.9	71.4	84.6	46.2	12.5	55.6	56.5	46.9	48.2
AGE	(N)	(78)	(14)	(20)	(29)	(38)	(7)	(13)	(52)	(16)	(54)	(62)	(383)	(257)
15 or Younger		10.3%	21.4%	20.0%	10.3%	0.0%	0.0%	0.0%	5.8%	6.3%	11.1%	37.1%	13.3%	12.1%
16 Years		37.2	50.0	35.0	37.9	34.2	42.9	46.2	17.3	25.0	38.9	56.5	37.8	50.2
17 Years		30.8	28.6	45.0	44.8	57.9	28.6	38.5	50.0	56.3	46.3	4.8	37.1	28.0
18 or Older		21.8	0.0	0.0	6.9	7.9	28.6	15.4	26.9	12.5	3.7	1.6	11.8	9.8
ETHNIC BACKGROUND	(N)	(78)	(14)	(20)	(29)	(41)	(7)	(13)	(52)	(16)	(54)	(62)	(386)	(272)
Black		75.6%	21.4%	0,0%	82.8%	80.5%	28.6%	53.8%	92.3%	0.0%	5.6%	25.8%	50.5%	52.9%
White		14.1	35.7	100.0	10.3	4.9	57.1	46.2	7.7	0.0	75.9	37.1	30.8	28.3
Spanish Surname		10.3	42.9	0.0	6.9	14.6	14.3	0.0	0.0	100.0	14.8	37.1	18.1	18.4
Other		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.7	0.0	0.5	0.4
YEAR IN SCHOOL	(N)	(78)	(14)	(20)	(29)	(41)	(7)	(13)	(52)	(16)	(54)	(62)	(386)	(269)
Freshman		5.1%	0.0%	0.0%	0.0%	0.0%	14.3%	0.0%	0.0%	0.0%	0.0%	1.6%	1.5%	1.1%
Sophomore		20.5	0.0	10.0	0.0	0.0	0.0	0.0	13.5	0.0	5.6	11.3	9.1	4.1
Junior		26.9	50.0	25.0	37.9	26.8	42.9	7.7	21.2	25.0	46.3	67.7	36.5	68.4
Senior		47.4	50.0	65.0	62.1	73.2	42.9	92.3	65.4	75.0	48.1	19.4	52.8	26.4

TABLE D-5

SELECTED FAMILY CHARACTERISTICS OF VEPS COMPLETERS, BY CITY

Family Characteristics		Clev.	Col.S.	Eug.	Flt.	Ft.W.	Geor.	Las V.	Pitt.	Pueb.	SLC	San B.	VEPS-II Total	VEPS-I Total
HEAD OF HOUSEHOLD	(N)	(78)	(NA)	(7)	(29)	(32)	(7)	(13)	(52)	(16)	(54)	(62)	(350)	(270)
Father		33.3%	--%	42.9%	20.7%	46.9%	42.9%	30.8%	38.5%	37.5%	48.1%	61.3%	42.0%	35.9%
Mother		60.3	--	42.9	72.4	46.9	14.3	61.5	50.0	56.3	40.7	33.9	49.4	56.3
Male Guardian		1.3	--	14.3	0.0	6.3	0.0	7.7	0.0	0.0	7.4	0.0	2.6	1.5
Female Guardian		2.6	--	0.0	0.0	0.0	0.0	0.0	9.6	0.0	0.0	0.0	2.0	1.1
Self		0.0	--	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.1
Other		2.6	--	0.0	6.9	0.0	42.9	0.0	1.9	6.3	3.7	4.8	4.0	4.1
EMPLOYMENT OF HEAD	(N)	(71)	(NA)	(7)	(29)	(2)	(7)	(13)	(52)	(16)	(44)	(62)	(303)	(262)
Over 35 hrs.		25.4%	--%	28.6%	3.4%	50.0%	28.6%	23.1%	19.2%	18.8%	40.9%	33.9%	26.1%	30.5%
35 hrs or Less		15.5	--	14.3	0.0	0.0	42.9	7.7	23.1	0.0	9.1	27.4	16.2	16.4
Unemployed		59.2	--	57.1	96.6	50.0	28.6	69.2	57.7	81.3	50.0	38.7	57.7	53.1
CONTRIBUTES TO FAMILY	(N)	(75)	(NA)	(7)	(28)	(2)	(4)	(12)	(51)	(16)	(42)	(62)	(299)	(221)
Yes		80.0%	--%	57.1%	0.0%	100.0%	50.0%	66.7%	17.6%	93.8%	21.4%	80.6%	53.2%	28.1%
No		20.0	--	42.9	100.0	0.0	50.0	33.3	82.4	6.3	78.6	19.4	46.8	71.9
PUBLIC HOUSING	(N)	(61)	(NA)	(NA)	(29)	(29)	(7)	(11)	(52)	(16)	(40)	(52)	(297)	(257)
Yes		19.7%	--%	0.0%	10.3%	20.7%	0.0%	27.3%	38.5%	12.5%	12.5%	13.5%	19.5%	21.4%
No		80.3	--	--	89.7	79.3	100.0	72.7	61.5	87.5	87.5	86.5	80.5	78.6
PUBLIC ASSISTANCE	(N)	(73)	(11)	(17)	(28)	(34)	(7)	(13)	(52)	(16)	(53)	(55)	(359)	(267)
Yes		76.7%	9.1%	17.6%	89.3%	23.5%	0.0%	61.5%	51.9%	75.0%	30.2%	50.9%	51.2%	50.2%
No		23.3	90.9	82.4	10.7	76.5	100.0	38.5	48.1	25.0	69.8	49.1	48.7	49.8

TABLE D-6

SELECTED EMPLOYMENT HISTORY CHARACTERISTICS OF VEPS COMPLETERS, BY CITY

Employment History		Clev.	Col.S.	Eug.	Flt.	Ft.W.	Geor.	Las V.	Pitt.	Pueb.	SLC	San B.	VEPS-II Total	VEPS-I Total
EVER WORKED	(N)	(75)	(NA)	(11)	(29)	(41)	(7)	(13)	(52)	(16)	(44)	(62)	(350)	(253)
Yes		98.7%	--%	72.7%	51.7%	51.2%	71.4%	69.2%	63.5%	93.8%	56.8%	90.3%	74.6%	61.7%
No		1.3	--	27.3	48.3	48.8	28.6	30.8	36.5	6.3	43.2	9.7	25.4	38.3
PRESENTLY WORKING	(N)	(74)	(NA)	(4)	(29)	(23)	(7)	(11)	(52)	(16)	(41)	(56)	(313)	(251)
Yes		37.8%	—%	0.0%	17.2%	0.0%	14.3%	0.0%	1.9%	0.0%	4.9%	1.8%	12.1%	13.1%
No		60.8	--	25.0	34.5	13.0	57.1	63.6	61.5	93.8	48.8	87.5	59.4	48.2
Never Worked		1.4	--	75.0	48.3	87.0	28.6	36.4	36.5	6.3	46.3	10.7	28.5	38.6
WORKED 30 DAYS	(N)	(75)	(NA)	(10)	(29)	(21)	(7)	(13)	(52)	(16)	(42)	(62)	(327)	(248)
Yes		93.3%	—%	70.0%	48.3%	4.8%	42.9%	69.2%	55.8%	93.8%	35.7%	85.5	66.0%	53.6%
No		5.3	--	0.0	3.4	0.0	28.6	0.0	7.7	0.0	19.0	4.8	6.7	7.3
Never Worked		1.3	--	30.0	48.3	95.2	28.6	30.8	36.5	6.3	45.2	9.7	27.2	39.1

*Data from Colorado Springs not available.

PART V

SUMMARY AND CONCLUSIONS

The preceding analysis of the longitudinal impact of the VEPS-I program on enrollees in the first experimental year (1971-72) encompassed two main concerns: specific outcomes for the youth enrolled in the VEPS-I program, and the significance of those outcomes compared to the experiences of a control group of NYC enrollees. The longitudinal character of the assessment used the 1970-71 school year as a baseline; the academic and attendance behavior of the VEPS-I completers was plotted over time through the 1971-72 experimental year and the following 1972-73 senior year of high school. These youth were tracked to determine whether, in fact, they graduated from high school, did not graduate on time, or dropped out of school. Where appropriate, academic outcome data was compared to similar data for the control group.

Longitudinal information was also collected pertaining to the employability of the VEPS-I youth subsequent to the program and upon graduation. Employment status for the VEPS-I completers was plotted for four points in time: at the close of the VEPS-I experimental year, during the summer following the experimental year and preceding the senior year, during the senior year of high school, and after graduation. Again where appropriate, data were collected for the control group and used for comparative purposes.

The general conclusion to be drawn from the analysis of the above data is that the VEPS program proved to be an effective, significant, and lasting experience for the youth who completed the program, resulted in significant improvement in academic performance and attendance in school, and contributed significantly to the ability of the VEPS-I youth to obtain full-time employment upon graduation from high school.

This assessment of the VEPS program is based on careful analysis of data representative of the primary objectives of the program. We may summarize these objectives as follows:

1. To improve academic performance and attendance in school by means of demonstrating to dropout prone youth the value of a sound high school education through work experience and intensive counseling;

2. To reduce the propensity of such youth to drop out and to encourage them to obtain a high school diploma;

3. To provide meaningful work experience to enhance the work skills and attitudes of the enrollees;

4. To provide part-time employment to the youth while in school; and

5. To enhance the ability of the youth to secure full-time employment upon graduation.

The analysis of the longitudinal and outcome data confirms that the VEPS program successfully attained each of the objectives, frequently at a level superior to what might otherwise be expected. We may summarize the analysis findings as follows.

The impact of VEPS-I upon grade point performance was both significant and widespread. Dramatic improvement over the 1970-71 base year was characteristic of the VEPS-I youth during the experimental year; the impact of this change persisted through the following (senior) year. Both frequency distributions and t-score tests confirm this observation at a statistically significant level. Overall improvement in grade point performance from 1970-71 through 1972-73 is also statistically significant. The net result is that the VEPS-I program was instrumental in improving the grade point averages of VEPS-I youth to the point that they assumed a superior position over the control group in contrast to their inferior position during the baseline year. The analysis of differences between the two groups for only the 1972-73 (senior) year reveals a positive bias toward the VEPS-I group, although no statistical significance can be attached to the distribution. Analysis of change in grade point average over the entire time spectrum does result in a high level of significance in favor of the VEPS-I group. This relationship holds true regardless of the combinations of cities analyzed.

Much the same findings occur in analysis of attendance data. In 1970-71, the baseline year, the control group was significantly superior to the VEPS-I completers in terms of attendance patterns. Through each of the following two years this significance was eliminated, and the data indicate a slightly superior position for the VEPS-I group. Analysis of change in attendance patterns also yields high statistical significance. Although previous observations had been made that the impact of VEPS-I upon attendance patterns had been slight but positive, the implications of the change data are that VEPS-I had a significantly positive impact upon VEPS-I youth attendance patterns.

Significant as these quantifiable indicators are, the ultimate test of the academic impact of the VEPS program rests with only one outcome--whether the youth graduated or dropped out of school. Virtually no difference exists between the control group and the VEPS-I group in terms of either graduation rates or dropping out. Therefore, given the fact that VEPS was targeted for youth who were probable dropouts as evidenced by lower pre-program indicators, the conclusion is forced that the VEPS program reduced the propensity for VEPS youth to drop out of school and materially contributed to their earning high school diplomas.

The employability data are no less striking than that on academic performance. VEPS was intended to provide part-time employment during the VEPS-I year, full-time summer employment in the summer intervening between the VEPS-I year and the senior year, part-time employment in the senior year, and full-time employment upon graduation from high school. Part III of the report contains data indicating that the program was successful in the first three of these four employment-time objectives; part of this success can, however, be attributed to a continuation of VEPS into a second year. No control group information was pertinent to these VEPS objectives. The ultimate objective for which comparative data can be generated is employability upon graduation, representative of a smooth transition from high school into the full-time labor force. Regardless of the combinations of cities analyzed, at least half of the VEPS youth were employed full-time compared to approximately thirty percent of the control group. Unemployment among the control group was nearly double that of the VEPS group. Both Chi square tests on the distributions and simple examination of the marginal frequencies yield the same conclusion: VEPS youth were employed at a significantly higher rate than was the control group.

Along all dimensions of programmatic objectives, then, the data indicate a highly successful VEPS-I experiment. The data reveal significant improvement in grade point performance and in attendance patterns, no discernable difference with the control group in graduation/dropout patterns (although VEPS-I enrolled probable dropouts), and significantly greater ability on the part of VEPS-I youth to obtain full-time employment upon graduation. In January, 1972, approximately six months into the VEPS-I experimental year, the Center for Urban Programs prepared an assessment paper for the Department of Labor to facilitate a decision whether or not to continue the VEPS program into a second year. In that paper, seven preliminary observations were made; it was contended that the VEPS-I program resulted in:

1. Reduced the tendency among VEPS-I youth to drop out of school;
2. Significantly improved academic achievement among VEPS-I enrollees;
3. Significantly improved school attendance patterns;
4. Improved disciplinary status among the enrollees;
5. Realistic attitude development and growth in individual responsibility;
6. Private sector work experience not normally available to the VEPS-I participants; and
7. Enthusiastic support of VEPS program personnel.

Analysis of the outcome data confirm the validity of these early statements. To these may be added two more; VEPS-I resulted in

8. Higher than expected graduation rates and lower than expected dropout rates; and
9. Significantly higher employment rates among VEPS-I enrollees than within a comparable control group.

APPENDIX

Table A-1

COMPARISON OF VEPS PROGRAMMATIC OUTCOMES FOR VEPS-I AND VEPS-II COMPLETERS

Programmatic Outcomes	Program Year VEPS-I	Program Year VEPS-II	Difference (I-II)
GENERAL OUTCOMES			
Completed	63.1%	53.9%	- 9.2%
Terminated	27.2	36.2	+ 9.0
Dropout	9.7	9.9	+ 0.2
Total	100.0%	100.0%	
ACADEMIC OUTCOMES			
Direction G.P.A. Change			
Improved	61.8%	62.0%	+ 0.2%
Unchanged	2.8	6.0	+ 3.2
Declined	35.4	32.0	- 3.4
Total	100.0%	100.0%	
Actual G.P.A. Change			
+1.26 or more	9.1%	8.9%	- 0.2%
+0.76 to +1.25	12.2	14.4	+ 2.2
+0.26 to +0.75	26.8	23.4	- 3.4
+0.25 to -0.25	28.3	29.4	+ 1.1
-0.26 to -0.75	13.4	13.5	+ 0.1
-0.76 to -1.25	7.5	7.8	+ 0.3
-1.26 or more	2.8	2.6	- 0.2
Total	100.1%	100.0%	
ATTENDANCE OUTCOMES			
Direction Att. Change			
Improved	49.8%	48.8%	- 1.0%
Unchanged	4.9	6.5	+ 1.6
Declined	45.3	44.7	- 0.6
Total	100.0%	100.0%	
Actual Att. Change			
+10 days or more	26.5%	18.8%	- 7.7%
+4 to +9	13.5	15.3	+ 1.8
+3 to -3	22.0	32.8	+10.8
-4 to -9	13.1	14.3	+ 1.2
-10 days or more	24.9	18.8	- 6.1
Total	100.0%	100.0%	
FINAL DISPOSITION			
At VEPS Employer	37.2%	69.0%	+31.8%
Other Private Sector	4.3	6.3	+ 2.0
Returned to NYC	43.8	5.5	-38.3
Higher Education	6.2	6.0	- 0.2
Not Working	4.3	8.4	+ 4.1
Military	2.3	2.4	+ 0.1
Other	1.9	2.4	+ 0.5
Total	100.0%	100.0%	

which VEPS-I attained its two principal academic objectives: did the enrollees stay in school, and did they graduate? Since no methodology exists to run a double blind (test what would have been the case without VEPS) on the VEPS-I enrollees, an assessment can only be attempted by using a control group for comparison.

Given the fact that the VEPS program was intended to serve dropout prone youth, evidence of a positive programmatic impact must be based on the presumption that without VEPS more youth would have dropped out and fewer would have graduated. From this standpoint, if it can be shown that VEPS-I youth were less prone to drop out and more prone to graduate than the control group, the impact of the program would have exceeded expectations. More likely as an expected positive result would be the determination of no discernable or meaningful difference between the VEPS group and the control group.

Table 15 provides frequency distributions on final academic disposition as of June, 1973, for the VEPS-I and control groups; consistent with previous analysis, we have utilized various groupings for the VEPS-I cities in order to mitigate the influence of data nuances. The key comparison rests in the four VEPS-I cities versus their comparable control groups; in that comparison very little difference between the groups can be observed. It should be mentioned in passing, however, that a small number of the VEPS-I enrollees were seniors when they were recruited for the program; these youth were graduated in 1972 rather than the expected 1973 date if the guidelines had been rigorously followed. Nevertheless, the key interpretation is simply the lack of any observable difference between the two groups in terms of graduating or dropping out.

Although the marginal frequencies would indicate that no significant distributions exist, Chi square tests were run on data for individual cities as well as the various groupings of cities. Final academic disposition data were dichotomized into graduated and not graduated to overcome small cells and data nuances; youth who could not have graduated under any circumstances were excluded. Small cells hampered computation in the four cities for which control groups exist, rendering it impossible in two of them. In the other two, no significant difference could be found. Only in the case of the six VEPS-I cities and the four control groups could a significant Chi square statistic (at the .05 level) be found; comparing the four VEPS-I cities against the counterpart control groups and comparing the same data excluding that from San Bernardino yielded Chi square levels of significance of $<.70$ and $<.80$ respectively.

In short, then, in terms of final academic disposition, no meaningful difference can be found in comparing the graduation rate for VEPS-I group with the control group. This should be interpreted as a positive outcome for the VEPS-I program in that youth selected for the program were more likely to be "probable dropouts" than were youth in the control group.

C. Employability in the Full-Time Work Force

While the school oriented objectives of VEPS constitute one major emphasis of the program, the final objective lies in the area of youth employability. Briefly stated, the objective of VEPS was to take dropout prone youth, reorient them toward completion of a high school education, and ease their transition into the full-time labor force. It was hoped that the work experience and counseling received during VEPS-I would provide the youth with marketable skills to enhance full-time employment possibilities and thereby interdict the flow of unskilled youth into the labor pool.

In Part III of this report we reported that 50.3% of the VEPS-I completers who graduated were employed full-time in the private sector, while another 1.4% held public sector employment. Overall favorable outcomes (excludes unemployed and "other" categories) totaled 87.2% of the youth. Only 10.4% of the VEPS-I completers were unemployed at the time of the survey. Although interpretation bred of an awareness of the problems of unemployment among high school graduates would dictate that the 10.4% unemployment rate is comparatively low, the question still remains whether these outcomes for VEPS-I youth are substantially different from those of other NYC youth.

To achieve comparability of employment data with the control group, the data were collapsed into three categories: employed, unemployed and other; the other category included military service, higher education, married, moved and untraceable. The frequency distributions for these categories are provided in the upper half of Table 16, organized under the various city groupings. The first grouping compares six VEPS cities with the four control groups; the second grouping compares the four VEPS cities with their comparable control groups; and the third compares three VEPS cities and their control groups, excluding the data from San Bernardino. The comparability among the distributions regardless of city groupings is apparent from the data. To test the significance of the distributions, Chi square tests were run for each grouping, and in each case the level of significance was greater than .001. In other words, the fact that more VEPS youth were employed and fewer unemployed is statistically significant and is indicative of a substantial programmatic impact.

To eliminate the influence of the "other" category in the distribution, the data were dichotomized by eliminating the "other" category from the analysis. The resulting distribution is found in the bottom half of Table 16. Once again, the marginal frequencies are quite comparable across the city groupings. A Chi square test was run on the distributions and again revealed a high level of statistical significance--at the .001 level for the first two groupings and the .01 level for the third grouping. No Chi square tests could be run on the data for individual cities because of small expected frequencies in individual cells. Thus the elimination of the "other" category did not materially influence the levels of statistical significance. Even assuming all untraceable VEPS-I and control group youth were employed does not change levels of significance.

Based on these employability data, therefore, the conclusion may be drawn that a significant difference exists between the VEPS-I and control groups in terms of employability upon graduation from high school, and this difference may be attributed to the impact of the VEPS-I program. This outcome may be hedged slightly by the fact that over half of the employed VEPS-I youth remained at their VEPS-I employer, indicating that the mere fact of placing a youth in a private sector work setting is conducive to maximizing employability. But this hedge on the programmatic impact occurs over G.P.A. performance in 1971-72 compared to 1972-73. When overall change is measured from 1970-71 through 1972-73, the longitudinal impact of the program is apparent. Although the differences between the groups vary with grouping of cities examined, a comparison of the four VEPS cities with their corresponding control groups shows significance at the .01 level; when San Bernardino is removed (and, therefore, the influence of the Pittsburgh data enhanced), the level of significance rises to the .001 level. Regardless of groupings, then, the analysis of change in grade point performance indicates a significant positive and long term impact upon the VEPS enrollees.

We have on occasion suggested that VEPS had only marginal impact upon attendance patterns, and that the relationship between attendance and grade point performance was only weakly positive. Analysis of the t-scores comparing the VEPS-I and control groups is indicative of a much more substantial impact than we had previously maintained. In examining the base year data (1970-71), the difference between the groups is significant at the .01 or the .001 level depending upon which grouping is used; VEPS-I youth were thus significantly more prone to be absent from school than was the control group prior to the experimental year. In the 1971-72 experimental year, this difference disappears, so that both groups are comparable in school attendance. This pattern continues to hold true for the year following the VEPS-I program. In fact, there is a slight positive impact in that the VEPS-I youth were less prone to miss school than the control group, although the difference is not statistically significant.

The real impact of VEPS emerges in analyzing change in attendance patterns over time. Comparing the VEPS-I year to the base year, significant (.001 level) improvement among the VEPS-I youth can be observed. Change from the VEPS-I year through the senior year continues to show improvement, although not at a statistically significant level. In other words the impact of VEPS-I was to radically improve performance among the VEPS-I youth during the experimental year, the effect of which persisted through the senior year. Very little recidivism occurred. Comparing change over the period 1970-71 through 1972-73, the difference is statistically significant at the .001 level, except in the three city comparison. In summary, VEPS-I proved to have significant and long term beneficial impact upon the school attendance patterns of the VEPS-I youth.

In exploring this finding further, we attempted to account for the variation from previous observations. It is apparent now that VEPS had substantial impact upon youth who previously had missed a considerable number of days from school and only marginal impact on those youth whose attendance pattern was more normal. Thus, while maintaining the normality of attendance patterns among most of the youth, the program also resulted in substantially improved attendance among those youth who had been most truant. It is the dramatic improvement among these youth that accounts for the high level of significance in the analysis of change. It might be suggested that improved attendance is the consequence of one of the operating norms of VEPS-I programs--no school, then no work and no money.

B. Final Academic Disposition

Important as grade point performance and attendance may be as indicators to assess the impact of VEPS upon the attitudes and behavior of the enrollees, the ultimate test of programmatic impact rests in the extent to

Table 15

Final Academic Disposition for VEPS-I Completers and the Control Group as of June, 1973

Disposition	First Grouping[1]		Second Grouping[2]		Third Grouping[3]	
	VEPS	Control	VEPS	Control	VEPS	Control
Graduated, 1972	27.9%	--%*	8.6%	--%	12.4%	--%
Graduated, 1973	54.3	75.3	65.1	75.3	57.1	75.0
Not graduated, could have	3.6	6.7	3.9	6.7	4.8	7.5
Not graduated, could not have[4]	5.3	4.0	8.6	4.0	10.5	5.0
Dropout	8.9	14.0	13.8	14.0	15.2	12.5
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
(N)	(247)	(150)	(152)	(150)	(105)	(120)

[1] Includes six VEPS cities and the four control groups.

[2] Includes the four VEPS cities with their corresponding control groups.

[3] Excludes the San Bernardino VEPS and control groups.

[4] Represents sophomores in the VEPS-I year.

*To be included in the control group, a youth had to be in school during the 1972-73 academic year.

Table 12

Comparison of Change in Academic Indicators for the VEPS-I and Senior Years for VEPS-I Completers and Control Group

		VEPS-I Year*		Senior Year**	
Academic Indicator		VEPS	Control	VEPS	Control
Grade Point Average Change	(N)	(151)	(151)	(115)	(129)
Up		62.9%	47.0%	56.5%	58.1%
Same		2.0	1.3	1.7	0.8
Down		35.1	51.7	41.7	41.1
		100.0%	100.0%	99.9%	100.0%
Summary Scale G.P.A. Change	(N)	(151)	(151)	(115)	(129)
+1.26 or better		10.6%	4.0%	6.1%	9.3%
+0.76 to +1.25		10.6	7.9	13.9	11.6
+0.26 to +0.75		29.1	21.9	28.7	20.9
-0.25 to +0.25		25.8	31.8	27.8	31.0
-0.26 to -0.75		11.9	20.5	15.7	20.2
-0.76 to -1.25		9.9	9.3	4.3	5.4
-1.26 or worse		2.0	4.6	3.5	1.6
		99.9%	100.0%	100.0%	100.0%
Attendance Change	(N)	(149)	(146)	(111)	(126)
Up		57.0%	37.0%	50.5%	39.7%
Same		7.4	3.4	2.7	5.6
Down		35.6	59.6	46.8	54.8
		100.0%	100.0%	100.0%	100.1%
Summary Scale Attendance Change	(N)	(149)	(146)	(111)	(126)
+10 days or more		32.2%	12.3%	25.2%	14.3%
+4 to +9 days		14.8	13.0	18.9	11.1
-3 to +3 days		22.8	33.6	21.6	31.0
-4 to -9 days		10.1	17.1	12.6	15.9
-10 days or more		20.1	24.0	21.6	27.8
		100.0%	100.0%	99.9%	100.1%

*Compares 1970-71 with 1971-72.
**Compares 1971-72 with 1972-73.
Data are for four VEPS-I cities with control groups only.

performance, and that the program appeared to have had only a marginal impact on attendance. The data comparing VEPS-I with the control group for attendance indicate a somewhat more favorable outcome. During the program year well over half (57.0%) of the VEPS youth improved their attendance compared to only 37.0% of the control group. Moreover, this pattern continues during the senior year where, again, more than half (50.5%) of the VEPS-I youth improved in attendance while only 39.7% of the control group did so. Quantitatively expressed in terms of a summary scale, the difference is even more apparent. While 47.0% of the VEPS-I youth were improving by at least four or more days in attendance during the VEPS-I year, only 25.3% of the control group did so. In the senior year, the same pattern holds; 44.1% of the VEPS-I youth improved a minimum of four days compared to only 25.4% of the control group.

Table 13 reveals the longitudinal pattern for the VEPS-I and control groups for the G.P.A. and attendance variables. Over the two years following the 1970-71 base year, VEPS-I youth showed steady improvement in G.P.A. in 33.9% of the cases compared to 20.2% for the control group. And conversely, while 8.9% of the VEPS-I youth showed a steady decline over the period, 13.2% of the control group did likewise. Much the same pattern holds true in attendance. While only 13.6% of the control showed steady improvement in attendance, 34.7% of the VEPS-I enrollees steadily improved. Conversely, while 22.1% of the VEPS-I youth showed steady deterioration of attendance, 32.8% of the control group did so.

Thus, utilizing comparative frequency distributions, the VEPS-I program appears to have had a substantial impact upon the enrollees, far beyond what would ordinarily be the case (as indicated by the control group). Compared to the control group, the differences in performance are striking. The question remains whether this disparate performance among the two groups is statistically significant, or whether the apparent differences are really not that dramatic.

Table 14 provides T-score tests for the significance of the unit data underlying Tables 12 and 13. In terms of grade point performance in 1970-71, comparison of the VEPS-I cities with the control groups reveals an insignificant negative bias indicating a superior control group; in the comparison of the three VEPS cities (Columbus, Flint and Pittsburgh) and their control groups, the difference is significant at the .01 level. This relationship results largely from the influence of the Pittsburgh VEPS-I data. In the 1971-72 experimental year, the t-scores indicate a reversal of the positions; VEPS youth are no longer inferior to the control group and show a slight positive bias, although the difference is not statistically significant. These data indicate that the program was successful in improving grade point performance, and (importantly) the difference between the groups is not significant *at that point in time*. The long term impact of VEPS-I is shown in the t-scores for 1972-73. Once again, there is a slight positive bias toward the VEPS youth, although the difference is again not statistically significant.

The analysis of change in grade point performance is more indicative of the impact of VEPS. Change from the base year (1970-71) during the experimental year is significant at the .001 level regardless of the city combinations. The lingering influence of VEPS is further demonstrated by the fact that no significant difference in change in grade point performance

Table 13

Composite Three Year Academic Indicator Trends*

Composite Three Year Trend (1970-71 to 1972-73)	G.P.A. Trend		Attendance Trend	
	VEPS	Control	VEPS	Control
(N)	(115)	(129)	(95)	(125)
Steady improvement	33.9%	20.2%	34.7%	13.6%
Improved VEPS; stable senior	1.7	0.0	4.2	2.4
Improved VEPS; declined senior, but improved over base	17.4	17.8	14.7	5.6
Improved VEPS; declined senior; below base	14.8	10.1	0.0	16.0
Declined VEPS; improved senior; over base	16.5	22.5	12.6	16.0
Declined VEPS; improved senior; below base	7.0	15.5	11.6	10.4
Declined VEPS; stable senior	0.0	0.7	0.0	3.2
Steady decline	8.7	13.2	22.1	32.8
	100.0%	100.0%	99.9%	100.0%

*Four VEPS cities with control groups only.

Table 14

T-Score Comparisons of VEPS and Control Group Aggregates for Academic Indicators By Year and By Change Over Time

Academic Indicator	Six VEPS/ Four Control[1]	Four VEPS/ Four Control[2]	Three VEPS/ Three Control[3]
Grade Point Average			
1970-71	-0.2233	-1.4993	-3.9987****
1971-72	3.3948****	1.8786*	0.4255
1972-73	1.4538	1.5758	0.6051
Change in G.P.A.			
1970-71/71-72	3.9996****	3.5416****	4.2836****
1971-72/72-73	-0.2516	0.0258	0.6216
1970-71/72-73	1.9422*	2.5560***	3.6575****
Attendance			
1970-71	2.8217***	3.5263****	3.2595****
1971-72	-0.1113	0.1770	-0.3065
1972-73	-0.4368	-0.9422	0.3187
Change in Attendance			
1970-71/71-72	-3.4792****	-3.8780****	-3.7712****
1971-72/72-73	-1.8738*	-1.2766	0.2600
1970-71/72-73	-3.6695****	-3.4244****	-1.3534*

[1] Data are for the four VEPS cities with control groups plus Fort Worth and Salt Lake City VEPS.
[2] Data are for the four VEPS cities with control groups only.
[3] Data exclude San Bernardino VEPS and control groups.

Symbols:
* = significant at the .05 level
** = significant at the .02 level
*** = significant at the .01 level
**** = significant at the .001 level

Table 16

Final Employment Disposition for VEPS-I Completers and the Control Group as of June, 1973*

Employment Disposition	First Grouping[1]		Second Grouping[2]		Third Grouping[3]	
	VEPS	Control	VEPS	Control	VEPS	Control
Employed	52.9%	29.6%	53.6%	29.6%	59.3%	30.0%
Other	36.4	40.0	30.4	40.0	22.1	38.0
Unemployed	10.7	30.4	16.0	30.4	18.6	32.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
(N)	(206)	(115)	(125)	(115)	(86)	(100)
p	<.001		<.001		<.001	
Employed	83.2%	49.3%	77.0%	49.3%	76.1%	48.4%
Unemployed	16.8	50.7	23.0	50.7	23.9	51.6
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
(N)	(131)	(69)	(87)	(69)	(67)	(62)
p	<.001		<.001		<.01	

[1] Includes six VEPS cities and the four control groups.
[2] Includes the four VEPS cities with their corresponding control groups.
[3] Excludes the San Bernardino VEPS and control groups.

*To be included in the control group, a youth had to be in school during the 1972-73 academic year.

of VEPS-I must itself be modified in light of the fact that most NYC youth are effectively precluded from participation in regular work experience programs. The desirability of on-the-job training to ease the post-training placement problem is also confirmed by this outcome.

Table 11

Within City T-Score Comparisons of VEPS and Control Groups for Academic Indicators By Year and By Change Over Time

Academic Indicator	Columbus	Flint	Pittsburgh	San Bernardino
Grade Point Average				
1970-71	-1.2389	-1.9150*	-3.7759****	3.6206
1971-72	0.0141	0.2745	1.7175*	2.5699
1972-73	0.2107	0.6009	-0.0438	0.7207
Change in G.P.A.				
1970-71/71-72	1.2480	2.0190**	6.1238****	-1.3100
1971-72/72-73	2.0764**	0.7040	-1.6157	-0.8609
1970-71/72-73	1.7472*	2.2050**	2.6435***	-2.6529
Attendance				
1970-71	0.2426	1.377	3.5418****	3.3898
1971-72	-1.6468	-0.2201	0.3896	3.8420
1972-73	.3666	2.3068	-0.5491	0.7603
Change in Attendance				
1970-71/71-72	-2.9886	-1.3465	-3.3173****	-0.9060
1971-72/72-73	0.1480	2.2664	-0.0082	-2.9386
1970-71/72-73	-1.4967	0.4693	-1.9054*	-2.2582

Symbols:

* = significant at the .05 level
** = significant at the .02 level
*** = significant at the .01 level
**** = significant at the .001 level

Pittsburgh, although the scores reveal improvement among VEPS enrollees in the remaining cities, but not at a statistically significant level. Unlike grade point performance, the impact of VEPS upon school attendance is not dramatic within individual cities; this conclusion, however, is consistent with previous observations that attendance and grade point performance do not appear to be related in a statistically significant manner, and on occasion have been found to be inversely related. As was found in the data on grade point performance, San Bernardino runs contrary to the trend in the other cities, although again the change is not statistically significant.

The highly visible impact of VEPS in Pittsburgh, assuming all other factors are constant, would influence the outcome of aggregate programmatic impact measures. The strong influence of Pittsburgh upon the aggregate data when combined with the slight opposite impact of San Bernardino tends to balance each other in the aggregate data sets. However, in the analysis of aggregate measures of group differences, three sets of t-scores are utilized (See Table 13). The first set compares six VEPS cities (the four mentioned above plus Fort Worth and Salt Lake City) against the control group; the second set compares the four VEPS cities against the four counterpart control groups; the third set drops the San Bernardino data for both VEPS and control groups due to the impact of the selective screening of VEPS applicants in that city. As will be noted, however, these manipulations do not materially change the outcomes, except in terms of levels of significance.

Table 12 compares frequency distributions for the academic indicators for both VEPS-I and the corresponding control groups during the 1971-72 experimental year and the following senior year (1972-73). The N declines in 1972-73 due to the number of graduating seniors (either mid year 1972-73 or at the end of the VEPS year) or drop-outs in both groups.

In terms of grade point performance during the VEPS-I year, 62.9% of the (four city) VEPS-I youth improved their grade point average compared to less than half (47.0%) of the control group. For the senior year, the distributions among those improving or declining are virtually the same for both groups. The interpretation emerges, therefore, that the VEPS program had a positive impact upon the VEPS-I youth during the experimental year and that this impact continued into the senior year in that virtually no difference can be seen in performance of the two groups. It must be remembered that, as the t-scores will indicate, the VEPS-I group entered the program with significantly inferior grade point averages.

In terms of a summary scale, 50.3% of the VEPS-I youth improved their G.P.A. at least a quarter of a quality point during the VEPS-I year compared to only 33.8% of the control group. In the senior year VEPS-I youth improved an additional quarter of a point in 48.7% of the cases compared to 41.8% for the control group. Thus, VEPS-I youth improved in G.P.A. not only in absolute numbers, but quantitatively as well, in a manner superior to the control group.

We have noted in final reports and assessments for individual program years the apparent lack of a relationship between attendance and grade point in grade point average during the senior year, when these data are scaled it can be seen that a substantial portion of those declines were quite small in magnitude. While 48.1% of the youth improved by at least a quarter of a grade point in the VEPS year, 46.7% did so in the senior year. Looking at the opposite end of the scale, 23.6% of the youth declined by a quarter point of more during the VEPS year compared to only 21.5% during the senior year.

The same pattern holds true for the attendance data. While slightly more youth declined absolutely in attendance during the senior year (i.e., missed more school), the magnitude of that decline is quite small. In the VEPS year, 38.0% of the youth declined in attendance by four days or more, compared to 35.7% during the senior year.

These data would indicate a moderately strong long term impact due to the VEPS experience and supports the conclusion that VEPS has a beneficial impact upon the enrollees in terms of grade point average and school attendance. This conclusion can be tested further by examining change in academic and attendance performance over the two year period covering both VEPS and the following senior year. These data are provided in Table 6.

Table 6

Academic Indicator Trends: VEPS to Senior Year

Trend: VEPS to Senior Year	G.P.A. Trend	Attendance Trend
(N)	(148)	(126)
Improved VEPS; improved senior year	16.9%	17.5%
Improved VEPS; stable senior year	14.2	9.5
Improved VEPS; declined senior year	22.3	15.9
Stable VEPS; improved senior year	10.1	5.6
Stable VEPS; stable senior year	9.5	5.6
Stable VEPS; declined senior year	3.4	11.9
Declined VEPS; improved senior year	15.5	20.6
Declined VEPS; stable senior year	6.8	4.8
Declined VEPS; declined senior year	1.4	8.7
	100.1%	100.1%

In terms of grade point average, long term positive impact (improved at least one-quarter grade point) is apparent in 31.1% of the youth (improved VEPS and improved or stable senior years), and only 8.2% experienced long term negative impact (declined at least one-quarter point in VEPS and were stable or declined at least one-quarter point in the senior year). Short term positive impact can be seen in 22.3% of the cases (improved in VEPS but declined in senior year) compared to 15.5% short term negative impact (declined in VEPS but improved in senior year). Of those who improved academically in their senior year grade point average, two-thirds improved or were stable in the VEPS year; of those who demonstrated a stable senior year, over three quarters improved or were stable in the VEPS year. Finally, of those who declined in their senior year, 94.8% improved or were stable in their VEPS year. These several splits of the data confirm that VEPS had long term favorable impact for nearly one-third of the enrollees and short term favorable impact for another one-quarter, compared to a combined long and short term negative impact on about one-sixth of the enrollees. On balance, the VEPS experiment must be termed successful in terms of improving academic performance.

Data for patterns in attendance are not as dramatic, although still clearly positive in outcomes. Long term benefits can be seen for 27.0% of the enrollees compared to long term negative impact for 8.7%; short term positive impact occurred in 15.9% of the cases compared to short term negative in 4.8%. Of those who improved in their senior year, over half (52.9%) had improved or were stable in the VEPS year. Three-fourths of those who were stable in their senior year attendance had improved or were stable in the VEPS year, while a similar three-fourths of those who declined in the senior year had improved or were stable in the VEPS year. These data reinforce the conclusion that the net effect of VEPS upon enrollee attendance in school is clearly positive.

As favorable as these trend data are in assessing the impact of VEPS upon enrollee school performance, the enrollees who experienced declines in their senior year may well mask an overall positive impact for VEPS, especially, those who declined in their senior but whose performance through and following VEPS was substantially better than their performance in the year preceding the program year. Thus, composite three year trend data are required to measure more precisely the actual impact of VEPS; these data are presented in Table 7.

Table 7

Composite Three Year Academic Indicator Trends

Composite Three Year Trend (1970-71 to 1972-73)	G.P.A. Trend	Attendance Trend
(N)	(148)	(126)
Steady improvement	35.1%	27.0%
Improved VEPS; stable senior	2.0	4.0
Improved VEPS; declined senior, but improved over base	17.6	12.7
Improved VEPS; declined senior; below base	13.5	12.7
Declined VEPS; improved senior; over base	15.5	13.5
Declined VEPS; improved senior; below base	6.8	9.5
Declined VEPS; stable senior	0.0	0.0
Steady decline	9.5	20.6
	100.0%	100.0%

Both short and long term positive impacts upon enrollees can be discerned for the three year period.* In terms of grade point performance, a total of 70.2% improved their senior grade point average over the base period, regardless of outcome during the VEPS year; this figure includes 35.1% who show steady improvement and another 2.0% who improved in VEPS and stabilized in the senior year. A total of 29.8% declined below the base figure with 9.5% showing a steady decline over the three year period and another 6.8% who improved over VEPS in the senior year but were still below the base figure.

In terms of attendance, once again the figures are favorable but somewhat less dramatic than grade point averages. A total of 57.2% improved attendance over the base period, including 27.0% who steadily improved and 4.0% who improved and then stabilized. On the opposite side, 42.8% showed a decline below base figures, including 20.6% who steadily declined and 9.5% who improved over VEPS in their senior year but still had more absences than during the base period.

Overall, then, the three year trend data are quite clear. The VEPS experiment had a beneficial impact on a substantial majority of the VEPS enrollees; while some negative impact can be observed, both the short and the long term impact is obviously positive, indicative of substantial and enduring impact upon the enrollees. The program objectives of enhancing enrollee appreciation of the need for and benefits of a high school education appear to have been met. Left unanswered (temporarily, see Part IV) is the question whether the improvement shown is common to youth similarly positioned or whether the outcomes can be attributed to VEPS.

B. Final Academic Disposition

A second major objective of the VEPS-I experiment was to encourage youth to remain in school and to graduate. The indicator of programmatic success or failure in this regard is relatively easy to operationalize, and the data in Table 8 clearly demonstrate that to a substantial extent this program objective was met.

Table 8

Final Academic Disposition for VEPS-I Completers as of June, 1973

Disposition	(N)	(Percent)
Graduated, 1972	69	27.9%
Graduated, 1973	134	54.3
Not graduated, could have	9	3.6
Not graduated, could not have	13	5.3
Dropout	22	8.9
Total	247	100.0%

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*Previously, change had been measured in terms of + or - a quarter of a grade point; any change of less than a quarter point was considered stable. Data in Table 3 are presented to show any change whatsoever, regardless of magnitude.

Of the 247 VEPS completers for whom data could be obtained, 203 (82.2%) graduated from high school. Although VEPS guidelines called for the selection of rising juniors, several programs included a small number of rising seniors and sophomores among the enrollees; these are represented by the sixty-nine seniors who graduated in 1972 (close of VEPS-I) and thirteen youth (predominantly sophomores) who were incapable of graduating in 1973. A more accurate representation, then, would have a total of 134 youth out of 165 (81.2%) who were rising juniors at the time of enrollment in VEPS who continued in school and graduated on schedule. Nine youth (3.6%) who could have graduated failed to do so, while another twenty-two (8.9%) dropped out in their senior year. Males predominate among the dropouts; the reasons most frequently given were finding full-time employment and entering military service.

As with the grade point averages and attendance data, the final academic disposition of the VEPS-I completers provides another indicator of successful attainment of programmatic goals.

C. Employment Patterns Following the VEPS Experience

A major objective of the VEPS program was to provide NYC eligible youth with work experience and job training so as to permit them to obtain full-time private sector employment in the summer between the end of the VEPS experience and the start of their senior year and part-time through the senior year. The data in Table 9 provide frequency distributions by employment status for three time references: at the close of the VEPS experience, for the summer of 1972, and through the senior year of school.

Table 9

Employment Status of VEPS-I Completers at Selected Time References

Employment Status	Close of VEPS-I	Summer 1972	School Year (Senior) 1972-73
(N)	(258)	(177)**	(177)
At VEPS employer	37.2%	29.4%	23.7%
Other private sector	4.3	3.4	4.0
VEPS-II	22.9	40.7	33.3
NYC, other public sector	20.9	20.3	18.1
Employed private sector, later terminated	N/A	0.6	5.6
Unemployed in school	4.3	1.7	1.1
Dropout	N/A	2.8	12.4
Other	10.4*	1.1	1.7
Unknown	N/A	0.0	0.0
	100.0%	100.0%	99.9%

*Includes 6.2% in higher education and 2.3% military service.

**Lower N is due to exclusion of VEPS seniors who graduated at the end of the program year and absence of data from several cities.

The data are complicated by a series of events that marked the operations of the VEPS-I Program. Many programs began the projected year long program later than scheduled, and consequently, felt it desirable to re-enroll youth in VEPS-II for a second year of work experience and training; other programs failed to convey the goal of unsupported private sector employment for the youth after the first year to the employers. Consequently, when the employer was asked to retain the youth, many refused. A small group of employers, who had been made aware of the program goal, took advantage of it by later refusing employment. In both these cases, youth tended to be reassigned to VEPS or the regular NYC program during the summer and/or senior year. These events handicapped many programs and seriously limited effective assessment of the intermediate employment goals of the VEPS program. The impact of operational problems is clearly demonstrated in the data; 43.8% of the youth were re-enrolled in VEPS-II or placed in NYC at the close of the experimental year; in the summer this figure rose to 61.0% but fell slightly during the senior year to 51.4%. Such heavy concentrations of youth in the VEPS-II and NYC categories inhibits meaningful analysis and clouds interpretation of other data. However, a sizable number of youth did remain at the VEPS employer, gradually declining over the time references provided. A small percentage of youth found other private sector work, but for one reason or another terminated that employment. Extremely small percentages were unemployed at the various measurement points. Other private sector employment remained fairly stable over the time period; when these youths are combined with the youth retained by VEPS employers, a sizable proportion of youth were placed in the private sector with some prospects of longevity. One suspects, therefore, that the VEPS program partially attained the objective of private sector employment, but the data are imprecise due to the VEPS re-enrollments and NYC assignments.

D. Final Employment Disposition

The ultimate goal of the VEPS objective was to provide work experience and training for full-time employment upon graduation from high school and thus ease transition into the labor force. The ultimate test of efficacy rests in the extent to which any of several programmatic outcomes are consistent with the program objective, full-time employment and higher education being two of the more obvious favorable outcomes. The data in Table 10 demonstrate the effectivenss of VEPS in attaining the ultimate programmatic objective.

Table 10

Employment Status of VEPS Completers Following Graduation

Employment Status	N	%
At VEPS employer	59	28.0%
VEPS skill related employer	15	7.1
Unrelated private sector	32	15.2
Public sector employment	3	1.4
Higher or technical education	48	22.7
Military service	14	6.6
Married, housewife	13	6.2
Unemployed	22	10.4
Other (moved)	5	2.4
	211	100.0%

Private sector employment on a full-time basis accounts for slightly more than half (50.3%) of those enrolled that could be tracked. Although 10.4% of the youth were unemployed following graduation, this figure would appear to be substantially below the unemployment rates for teenagers generally and black teenagers particularly.

The data on employment status provide a reasonably clear picture of the impact of VEPS. Favorable outcomes (excluding the unemployed and the "other" categories) total 87.2% of the youth who completed the program. Public and private full-time employment accounts for 51.7% of the VEPS completers; a plurality (28.0%) of youth remained at the VEPS work station and an additional 7.1% found work at another employer utilizing skills and experience obtained at the VEPS employer. The data implications are clear: the VEPS program, based on these disposition outcomes, appears to be a significant and meaningful instrument for encouraging youth to remain in school, gain work experience, graduate from high school and find full-time employment.

Table 1

SELECTED DEMOGRAPHIC CHARACTERISTICS OF VEPS-I
COMPLETERS AND CONTROL GROUP

Enrollee Characteristic		All VEPS-I Completers	Four City VEPS	Control Group
SEX	(N)	(272)	(155)	(151)
Male		51.8%	56.8%	53.0%
Female		48.2	43.2	47.0
		$p > .80$	$p > .50$	
AGE	(N)	(257)	(152)	(151)
15 or younger		12.1%	12.5%	19.2%
16 years		50.2	57.9	74.8
17 or older		37.8	29.7	6.0
		$p < .001$	$p < .001$	
ETHNIC BACKGROUND	(N)	(272)	(155)	(151)
Black		52.9%	70.3%	69.5%
White		28.3	10.3	21.9
Spanish, Other		18.8	19.4	8.6
		$p < .01$	$p < .01$	
SCHOOL YEAR*	(N)	(269)	(155)	(151)
Freshman		1.1%	1.9%	6.0%
Sophomore		4.1	5.8	10.6
Junior		68.4	85.2	71.5
Senior		26.4	7.1	11.9
		$p < .001$	$p < .05$	

*In performing X^2 significance tests, freshman and sophomore were collapsed into a single category.

The disproportionate distribution along the ethnicity dimension is also a function of limited universe size, but more can be explained in terms of the geographic concentrations of youth with Spanish surnames. Due to these area concentrations (especially San Bernardino) a direct correspondence between the groups was impossible. Since no meaningful ethnic related differences are suggested, this factor is not important to the assessment of program outcomes. Thus, while important distributional variation can be noted, those differences arise from uncontrolled factors (program guidelines, decisions of VEPS staff, and a limited universe) rather than procedural aspects of control group selection.

Greater comparability, at least given the low statistical significance of the frequency distributions, exists between the experimental and control group with regard to family characteristics. See Table 2. Given conventional interpretation of the Chi squared statistic, none of the variations approach statistical importance ($p < .05$), except for the public

Table 2

SELECTED FAMILY CHARACTERISTICS OF VEPS-I
COMPLETERS AND CONTROL GROUP

Family Characteristic		All VEPS-I Completers	Four City VEPS	Control Group
HEAD OF HOUSEHOLD	(N)	(270)	(155)	(151)
Father		35.9%	32.3%	44.0%
Mother		56.3	61.3	49.3
Other		7.8	6.4	6.7
		$p < .30$	$p < .20$	
EMPLOYMENT OF HEAD	(N)	(262)	(155)	(150)
Over 35 hours		30.5%	18.4%	30.2%
Under 35 hours		16.4	15.8	11.4
Unemployed		53.1	65.8	58.4
		$p < .50$	$p < .10$	
CONTRIBUTES TO FAMILY SUPPORT	(N)	(221)	(132)	(134)
Yes		28.1%	12.1%	19.4%
No		71.9	87.9	80.6
		$p < .10$	$p < .30$	
PUBLIC ASSISTANCE	(N)	(267)	(153)	(151)
Yes		50.2%	64.1%	51.0%
No		49.8	35.9	49.0
		$p < .99$	$p < .05$	

assistance variable comparing the control group with the same four VEPS cities. Such bias as does exist casts the control group in a favored light. Generally, the control group evidences fewer characteristics of social pathology--female headed households, unemployed or underemployed head of household, and public assistance--than do the VEPS enrollees. It is not unreasonable to argue that youth experiencing fewer of the debilitating effects occasioned by social pathological factors would experience less difficulty in attaining satisfactory academic performance and moving into the full-time labor force. Thus, although small levels of bias do exist between the control group and the VEPS group, that bias constitutes a more rigorous test of the VEPS program--if VEPS can be shown to have an impact upon enrollees.

The VEPS experimental group and the control group are also comparable in terms of their prior work experience. As can be seen in Table 3, substantially equal proportions of youth had held a job for which they received wages and had worked for thirty days or more. For most of the youth, this work experience was obtained through the regular NYC program.

Finally, since academic performance constitutes one of the criteria by which the impact of the VEPS program is to be assessed, some measures

Table 3

SELECTED EMPLOYMENT HISTORY CHARACTERISTICS OF VEPS-I COMPLETERS AND CONTROL GROUP

Employment History		All VEPS-I Completers	Four City VEPS	Control Group
EVER WORKED	(N)	(253)	(136)	(151)
Yes		61.7%	65.4%	62.7%
No		38.3	34.6	37.3
		$p < .80$	$p < .50$	
WORKED 30 DAYS	(N)	(248)	(135)	(151)
Yes		53.6%	58.5%	57.8%
No		7.3	6.7	4.4
Never Worked		39.1	34.8	37.8
		$p < .50$	$p < .20$	

of comparability must be determined for beginning (1970-71) grade point averages and attendance in school. For reasons cited below (chiefly the rational character of the data), t-tests were computed comparing both grade point average and attendance for both groups in the 1970-71 school year (the year preceding the VEPS experiment). See Table 4. No significant difference could be found in grade point averages. With attendance, the distributions were found to be significant at the .001 level, biased in favor of the control group. In other words, the control group showed significantly greater attendance and the VEPS group greater absence in the year preceding the experiment. As with family characteristic data, the importance of this distribution is that it provides a more rigorous test of the VEPS program since to reduce the significance level would require substantial improvement among the VEPS enrollees.

Table 4

T SCORES AND SIGNIFICANCE LEVELS OF ACADEMIC INDICATOR COMPARABILITY BETWEEN VEPS COMPLETERS AND CONTROL GROUP

	Six City VEPS/ Control	Four City VEPS/ Control
1970-71 Grade Point Average	-0.2233	-1.4993
1970-71 Attendance	2.8217**	3.5263*

*Significant at the .001 level
**Significant at the .01 level